DOCUMENT RESUME

ED 398 360 CE 070 964

TITLE University HRD Programs.
PUB DATE Mar 95
NOTE 40p.; In: Academy of Human Resource Development (AHRD) Conference Proceedings (St. Louis, MO, March 2-5, 1995); see CE 070 958. For other conference symposia, see CE 070 959-981.
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Development; *Graduate Study; Higher Education; Human Resources; *Labor Force Development; Longitudinal Studies; Management Development; Outcomes of Education; *Program Development; Program Implementation; Program Improvement; Student Attitudes; *Team Training; Teamwork; Theory Practice Relationship; Universities

ABSTRACT

These four papers are from a symposium that was facilitated by Larry M. Dooley at the 1995 conference of the Academy of Human Resource Development (HRD). "Genesis and Continuance of an HRD Academic Program: A Longitudinal Study" (Verna J. Willis, William M. Kahnweiler) reports a study specific to an HRD academic program. Findings are presented that indicate students believed the program could be improved through continuing relationships with the university. "Theory and Practice on Preparing HRD Professionals" (John A. Henschke) clarifies the terms theory, practice, academic program, learning, and learning organization. It traces some history of the issue. It provides a case illustration of how an HRD professional prepared in a program advocating a supportive connection between theory and practice, modeled that in his own professional career, and developed support within the university setting. "Responding to Business Needs: Strategies to Facilitate Group Learning to Organizations" (Brenda S. Gardner, Sharon J. Korth) discusses the use of teams in organizations and how graduate programs can respond to these organizations' needs. "Evaluation and Evolution of a HRD Program" (Robert C. Schwindt) synthesizes findings of several research studies completed by graduate students enrolled in the Master of Science degree in HRD program at Pittsburg State University (Kansas). The paper emphasizes suggestions on program improvements taken from results of studies involving students and graduates. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 398 360

AHRD

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
W Kahnweiler
J Henschke, B Gardner
R Schwindt
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ACADEMY OF HUMAN RESOURCE DEVELOPMENT

1995 Conference Proceedings

March 2-5, 1995
St. Louis, MO

[7] **UNIVERSITY HRD PROGRAMS** Facilitator: Larry M. Dooley, Texas A &M

Genesis and Continuance of an HRD Academic Program: A Longitudinal Study
Verna J. Willis, Georgia State University
William M. Kahnweiler, Georgia State University

Theory and Practice on Preparing HRD Professionals
John A. Henschke, University of Missouri - St. Louis

Responding to Business Needs: Strategies to Facilitate Group Learning in Organizations
Brenda S. Gardner, Xavier University
Haron J. Korth, Xavier University

Evaluation and Evolution of a HRD Program
Robert C. Schwindt, Pittsburg State University

CE 070 321

BEST COPY AVAILABLE

Genesis and Continuance of an HRD Academic Program: A Longitudinal Study

Verna J. Willis, William M. Kahnweiler
Georgia State University

Reports on the creation and evolution of academic degree programs in HRD are largely missing from the research literature. This is one such report, undertaken in a university where several earlier degree programs and concentrations were merged and deliberately, formally reconstructed as HRD. Now in its fifth full year, the program was founded on a research base and continues to receive research scrutiny from quantitative, qualitative, and critical theory perspectives.

As recently as six years ago, members of the national HRD Professors' Network were still actively debating whether the college and university-based human resource development programs across the U.S. offered or should offer a recognizably common core of studies. The debate seems to have subsided over the intervening years, partly as a result of publication of the 1989 McLagan study, *Models for HRD Practice*, as well as subsequent writing that has been based on that study.

However, the authors have felt that curriculum assumptions made on the basis of a taxonomy of what HRD practitioners currently do, cast primarily in the framework of "deliverables," would not adequately serve the interests of a new, emergent profession. It is not that the academic communities concerned with human resource development education can ignore "what is" in HRD practice, but that the challenges of the future seem to require skill-based programs to take on more reflective, theoretical, and integrated approaches to professional preparation.

HRD professors may be uniquely obligated to challenge the conventional wisdom of both practitioners and professors, seeking to unveil a profession that may be too much taken for granted in form and content, and too little explicated and understood from a research point of view.

While the text that follows reports longitudinal study specific to one university program in a metropolitan area of the southeast U.S. and does not attempt to generalize statistically to other locations, it is likely that implications for other HRD or HRD-related academic programs may appear. The need for further study is readily apparent. If it is true, as the researchers suspect, that researchers grounded in HRD practice are so universally concerned with what HRD does that there is less attention paid to what root metaphors, potentials, and recent experience lie at the heart of the profession, then a systemic research/reflection methodology for study of the profession itself is pertinent.

Methods

General System Theory (GST) is the conceptual framework of the study, invoking a complementary use of quantitative, qualitative, and critical theory research traditions. These three traditions coexist in GST, according to Flood (1990), and may be claimed for use singly or in any combination by systems researchers. Using multiple methods tends to collect richer data and allows cross-validation of findings from different sources. It seems especially useful in longitudinal study of shifting populations and circumstances.

The six-year study (1988-1994) reported here has been undertaken in four intensive phases. These are 1) research-based curriculum development and implementation, 2) alumni and current student survey research, 3) market survey research, and 4) qualitative study through alumni interviews. An initial market feasibility study prior to 1988 had already identified the need for

© *copyright, Willis & Kahnweiler, 1995*

HRD curriculum development and had obtained university support for undertaking large-scale change in HRD-related degree offerings.

Phase one: (1988-90) Curriculum Development and Implementation. The curriculum development phase of the study involved the collection of HRD practice statements from eleven different competency studies in North America, including the 1989 McLagan study cited above. At the same time, the researchers built on earlier curriculum comparison studies conducted by Pace (1984, 1988). A new review of more than 100 college catalogs was undertaken, to identify academic programs that were considered, by several criteria, to be most closely aligned with the view of HRD as an identifiable and integrated field of practice and an emerging new profession. As a result of the catalog study, charts showing frequency of occurrence of various types of course content were drawn up for comparative analysis. Few programs were found to be comprehensive in nature, since most had grown out of allied disciplines such as vocational and career education, adult education, management education, instructional design, organization studies, etc., and were not explicitly created as stand-alone HRD programs.

A group of prominent Human Resource executives from area corporations, non-profit, government, and educational organizations was convened to identify critical curriculum components an HRD program should have. In an afternoon of structured group interviewing, aided by index cards they wrote and posted on a long wall, these key informants reached consensus on "foundations," "other courses," and "business topics." In the process, they split human resource management from human resource development visually and decisively. This was an enlightening demonstration that curriculum overlap in the two areas, if any, would need to be consciously planned. To a critical theorist, it also raised the possibility of divided loyalties, culture and paradigm differences, technical language barriers, and political dominance/subordination issues in Human Resource departments where HRM and HRD are combined.

A cumulative list of more than 1,100 competencies derived from all sources was next sorted for duplication, assigned by faculty consensus to appropriate degree levels, and finally examined for systemic meanings/ relationships in HRD theory and practice. This competency sort was later conceptually validated by five different focus groups comprised of experienced practitioners. These were volunteers from ASTD and NSPI memberships, who agreed to indicate percentages of time they spent carrying out several categories of tasks and then fill in the detail of those tasks in the focus groups.

In the implementation acts of this phase, curriculum content was conceptually modeled to represent HRD as a new profession, a profession to be treated as an undivided whole and not as an aggregate of roles or sub-specialties. Choosing an orb or "globe" to represent all of HRD made it possible for the first time to separate the profession visually and conceptually from HRM. It also suggested the idea of cross-sectioning the profession on any radius to discover what was going on in the field universally, at any point in time. This, it was proposed, would yield the essential requirements for professional preparation and practice.

In this conceptual modeling, instructing/training delivery, designing systems (including instructional systems), advising/coaching (including career developing), HRD managing, and HRD consulting/research emerged as quintessential, parsimonious categories. Subsequently, a distinct professional identity, deliberate academic enculturation, and "futuring" for the profession seemed to be enabled as never before, simply by having shifted the HRD gestalt-forming process from piecemeal mapping of practice toward painting an integrated landscape of the field.

Courses were created to reflect this reframing and new faculty were hired to help carry out more integrated programming. Courses continue to be defined in part by relevant competencies, but there exists also a dominant professional view that connects courses to each other and to HRD as an identifiable whole.

Phase two: (1993) Alumni and Current Student Survey. This part of the on-going study was undertaken as soon as it was possible to obtain a mix of students/alumni studying under the new HRD curriculum and of matriculants who had done all or most of their degree work in the old programs. The entire known population of current participants and alumni in both old and new programs was the sampling frame. This included masters (131) and doctoral (45) students and a

few bachelor's level students (15) as well. Results of this study were obtained during 1993 and summarized early in 1994. However, researchers refrained from publishing these results pending the end of the transition period and completion of the last two phases of the longitudinal study.

The survey instrument consisted of 81 questions eliciting data in seven categories: 1) demographics, 2) employment, 3)job satisfaction, 4) Georgia State University HRD program satisfaction, 5) degree of confidence in understanding the whole field of HRD, 6) degree of identification with the interdisciplinary view of HRD, and 7) other (e.g., motivation to enroll in the programs, knowledge/ use of the Human Resource Information Systems data bases for research, etc.). Response was facilitated by the use of a single, front-and-back standard NCS response form which could be electronically scored. To keep respondents on track, questions were visually represented on the form line by line, although the respondents were also given a more complete version of the question to read before marking their form. Students were also encouraged to write additional comments on an accompanying form.

The response rate, ultimately reaching 50% (191 from 382 mailings), was known in advance to be constrained by the probability that many alumni addresses might not be current. This proved to be the case, clearly preventing a full census of opinion. The researchers assume that the responses received are at least representative, if not exhaustive.

The survey was piloted in at least seven different versions prior to the mass mailing. The goal was to balance richness and perceived relevance of data with ease of administration/analysis. Students assessed the influence of the degree programs in terms of their initial hire as HRD practitioners and in terms of advancement in the field. Most were well satisfied with their study experiences, and those who had been placed in internships at the masters level under the new curriculum were understandably pleased with this innovation. Of some concern to the researchers is the fact that more than a third of the graduates still have difficulty viewing HRD as a multidisciplinary though unitary profession, whether they came through the old program or the new one. These and other results pertinent to the researchers and potentially to other HRD professors will be reported below in greater detail.

Phase three: (1994) Market Survey Research. A one-sheet market survey was developed with the assistance of a marketing consultant, as part of a strategic plan for HRD academic programming and future activities of the Georgia State University Center for Human Resource Development. This survey sought to assess the degree-seeking, continuing education and HRD service needs of more than 5,500 human resource constituents in the State of Georgia. No attempt was made to broaden this research to the national or international level, although this may be a goal for the future. The most significant finding thus far, with results still arriving, is that more than 500 HRM and HRD constituents have considered it important to express their hunger for connection or, as the case may be, reconnection to the university and its HRD programs and expertise.

Response rate (over 10%), while much below that expected for academic research with well defined sampling frames, is nevertheless on the mark of what is normally expected in broad-based market research. Details of market findings are also discussed in the results and conclusions, with reflections on implications not only for one university but perhaps also for other universities having HRD program offerings.

Phase four: (1994) Qualitative Study Through Alumni Interviews. Fifteen in-depth interviews of HRD program alumni have been completed, each lasting from 45 to 90 minutes. Half of these were audiotaped to augment response tallying by the graduate student who prepared and conducted the interviews. Again, a mix of old and new program matriculants was sought. The interviewer was a novice in the field, except for one or two introductory courses taken at the master's level. He was assumed not to have developed either strong identification with the field or strong loyalties to any particular faculty member. From comprehensive lists supplied by the researchers, the interviewer selected people at will, depending on who could be located easily and who agreed to the interview.

The structured interview questions explored job titles and career history, reporting relationships, and opinions about the program of study they had completed. In a question prompted by the

phrase, "If I had it to do over again..." respondents suggested program enhancements as well as decisions they might personally have made differently if they could relive their time in school. They were asked how well their degree program equipped them for work since graduation. Respondents also speculated about what future directions HRD might take, and reported on several work satisfaction factors that either discourage them or "get them up in the morning." Other questions asked whether they looked for Georgia State HRD graduates when they needed additional hires or interns, how they upgrade their own skills, and what post-graduate resources they would like the university to provide. The final question asked what advice they had for students just entering the new HRD program.

Interviews were completed in December, 1994. No bachelor's level students were included among the respondents, but other degrees and both old and new programs were represented. Field notes have not been submitted to full-scale ethnographic analysis, but recurring themes are visible. Most prominent are feelings of general good will toward old and new programs, and the expressed need for on-going affiliation with other HRD professionals in a university-sponsored milieu. Additional findings of this final phase of inquiry are discussed below.

Results

The data from all data collection activities over the six year period remains consistent, with few variations. Students do seem to be a little clearer in 1995 about what HRD as a field of study offers to them.

Student and Alumni Survey. The 191 respondents were almost evenly divided between current students and alumni. Of these, 108 identified themselves as new program students and 69 said they had entered the programs before 1989 when the new curriculum took effect. Respondents were 25.8 percent male; 74.2 percent female. About 80 percent were Caucasian, 10 percent Afro-American and another 10 percent Asian, Hispanic or other minorities. Four out of five of the respondents were over thirty years of age and most (1/3) were between the ages of 40 and 49. Older respondents (past 50) and younger respondents (in their 20's) each made up 18.8 percent of the response.

All major employment/industry sectors were represented. About 47 percent worked in organizations with fewer than 500 employees, and 25 percent worked in organizations with 1,001-5,000 workers. Several were either consultants in their own businesses or not employed at the time of the survey. Most frequently cited job titles, in roughly equivalent proportions, were instructional designer, trainer, and consultant. According to 2/3 of all respondents, what they do most are front end analysis, instructional design, writing instructional materials, evaluating, delivering training, and advising/coaching. Less than 1/3 said they performed HRD management responsibilities like HRD staffing, budgeting, etc. Even fewer had actual job titles reflecting formal HRD management status.

Education and health care sectors used the HRD program to upgrade skills or academic credentials, as indicated by the response of an academic dean, directors of academic or financial affairs, admissions or placement counselors, a health care department head, etc. In the corporate world, an account executive, director of marketing, and VP/corporate officer appeared on the write-in list of titles. The low end of the employment spectrum showed that clerks, waitresses and other unsalaried employees also look to the HRD program to develop themselves personally and to enhance their employability. Most respondents who work in organizations report to a director level or below; few report to a VP or higher.

As might be expected, the higher the degree, the more likely it was that respondents advanced within the HRD field during their programs. But 25 percent of all respondents advanced within the field during their tenure in the program. More than 90 percent were employed when they entered the program, but only 43 percent of these were in HRD initially. At the time of the survey, however, more than 80 percent were working in HRD. Of those making the shift to HRD employment, more than 1/2 were able to find such employment within six months of graduation.

On job satisfaction variables, the highest level of satisfaction was found in relationships with co-workers (84 percent). Next in order were interesting work (74 percent), independence (73 percent), work hours and creativity (each 67 percent). About 60 percent were satisfied with pay level, and roughly 1/2 found executive support satisfactory. They were least happy with financial support for their work (44 percent) and advancement opportunity (35 percent). Since highly and somewhat satisfied categories were collapsed in this analysis, the findings should be taken as broad indicators rather than evidence of perfect satisfaction in any category. In terms of gender, women reported less pay satisfaction than did men.

Respondents indicated that the expertise of faculty, faculty feedback provided to them, critical thinking, and course relevance were congruent with their needs and constituted their greatest HRD program satisfactions. Less than 1/2 felt that faculty support was adequate, however, and slightly more than 1/2 thought that the job tools provided were sufficient. These views may be colored significantly by the fact that all of the students in the alumni/student group surveyed (1/2 of the respondents) knew they were enrolled in a program that was in transition. Students were still uncertain whether the changes would serve them well.

Significant differences found on variables crossed with old program/new program responses are suspect because of multiple tests. In a number of Chi Square tables some cells have expected frequencies of less than five, making the values unstable. Further analysis could collapse categories and provide additional information, but this seems unproductive. A number of intervening variables (e.g., transfer of some "old" students to new catalog rules, addition of two new faculty, departmental and college reorganization) might have influenced students' perceptions more than curriculum change variables did.

Gender difference on reasons for entering the HRD program showed that men sought to enhance skills and refocus their careers, but women were seeking career change. Implied is the probability that men tend to be in the HRD field upon school entry, and women study to position themselves in the field. Only eight percent said they enrolled to prepare for their first career. Doctoral students/alumni identified with an interdisciplinary view of HRD more often than did respondents at lower academic levels. Overall, 92 percent held this view, but only 56 percent did so strongly.

Market Survey. Response rate continues to climb. Of 533 responses tabulated, 57 percent were from the corporate sector, 10 percent from professional firms, and nine percent from educational institutions. Non-profits were represented by eight percent, government by five percent, military by .4 percent, and other by eight percent. Of the respondents, 37 percent were human resources staff or trainers, more than 1/4 were line managers, 11 percent were from professional firms, and 10 percent were CEOs or other top executives. Much smaller percentages were recorded for external recruiters, self-employed, academic administrators and teachers, unemployed, sales or technical employees, hourly workers, students, and other.

Most were in the 35-44 or 45-54 age range (38 and 32 percent). Twenty percent were 25-34, one percent were 18-24, and eight percent were over 55. Most had masters or bachelors degrees (44 and 37 percent). Ten percent held doctorates. nine percent had some college, and less than one percent had no college experience. Fifty-nine percent were female, 41 percent male. They worked in organizations about evenly distributed over a range of those having less than 10 employees to more than 20,000 employees. They also evenly represented companies having revenue streams from under one million to more than one billion.

What this diverse group said they wanted were customized degrees offered on company premises (65 percent), an executive HRD degree (78 percent), university sponsored seminars and conferences (93 percent), and an accessible HRD resource library and help desk (85 percent). More than half (58 percent) thought a specialized HRD Center unit focusing on international HRD issues would be helpful. There was even greater support for a university publishing unit for HRD newsletters, training materials and information (68 percent).

Respondents were also asked whether they personally were interested in each of these services. All categories received strong support. At least 20 percent said they would personally be interested

BEST COPY AVAILABLE

in an executive HRD degree program, for example. All these data suggest that the university sits in the midst of very extensive unmet HRD service and program needs.

Interviews. Five men and 10 women graduates of old HRD-related and new HRD programs were interviewed. Six interviews were conducted by phone; the other nine were face-to-face. Three of the respondents held administrative positions in educational institutions. Four were external consultants: two were in needs assessment/instructional design, one in career and outplacement counseling, and one in team building and multi-cultural diversity. Three key informants from corporations were at managerial level. All of the remainder had organizational positions with a training and development focus. Except for reporting of direct quotations, all responses to the 19 questions and subquestions are combined.

Respondents said they had been working in the HRD field from 3 to 20 years. Length of time in the field was not well correlated with the job title or level of responsibility indicated. One person indicated reluctance to say that he/she was actually working in HRD, feeling that college admissions counseling was not a main-line HRD occupation.

Reporting relationships ranged from office manager to site manager, VP for manufacturing, or president of a company. Those to whom the respondents reported also included directors of a Center, Human Resources, and an EEO office. Consultants obviously change the reporting relationship with each new client.

Eight of the respondents said there had been little change in their employment since graduation and one said the question was not applicable (unemployed). But six had gained the position they held in their current companies since graduation. One had changed companies and increased salary by 40 percent.

An increase in responsibility was also notable. One person said that there was deeper and wider responsibility for HRD, another said the increase involved doing "four people's jobs." One had added responsibility for academic accreditation, another added administrative responsibility, and two others added needs assessment and increased training responsibility. Four reported an increase of at least one additional person to help with HRD in their organizations, in one case, the "first new person in eight years."

Respondents rated several work satisfaction variables on a scale of one (low) to five (high). Lowest satisfaction registered on the opportunity for advancement variable, with a median rating of 2.7. Three other variables fell below four: level of pay (3.45), executive support for their function (3.6), and financial support for the function (3.8). Those interviewed were most satisfied with working hours (4.33) and level of independence (4.3). Level of creativity, level of responsibility, and relationship with coworkers were not far behind (4.2, 4.2, and 4.1 respectively).

The qualities they or their company look for in a new graduate of HRD are a mix of good communication skills; professionalism; flexibility, vision and strategic thinking; initiative, determination and perseverance; commitment to life-long learning; and the ability to ask good questions. In terms of job skills and knowledge, they would like someone who has had a solid internship experience, someone who is well-read and knows research, and someone who can plan and carry out needs assessment, instructional development, training delivery, and evaluation. Additionally, the new graduate should have general knowledge of development in a business setting, analytical skills, and business sense/knowledge.

In retrospect, each individual would have added or strengthened some of the components of the program where they themselves felt weakest. Some wanted additional work in career development, counseling, and human relation skills; others wanted more economics, management or human resource management coursework; and still others felt the need for more instructional design and design technology (e.g., computer based-training) skills and information. One mentioned presentation and marketing skills. What they would most like to have subtracted was the educational research course required of all graduate students in the college.

Respondents get most of their life-long learning updates from networking, training seminars, and other types of continuing education they seek or their company offers. To learn new things, they use books and journals more readily than they use the professional associations in their field.

They read popular training magazines most often, but there is also a range of research journals that they consult.

They see HRD becoming a stronger force for change in the future, with HRD professionals acting outside the traditional Human Resources structure. Technology will play a role, as will the need for retraining and the reorganization of companies. The need for HRD was thought to be growing in the school systems, partly because of changing characteristics of the workforce. Some respondents saw a need for HRD professionals to "push into management" and attach themselves to a profit center. In spite of optimism, two respondents saw the perennial danger that training can become a victim of the economy or of executive short-sightedness, and one person insisted that, while entrepreneurial opportunities are limitless for HRD graduates, there is a threat from "charlatans and plagiarists" who adopt the HRD label. This requires that "GSU must graduate highly certified, visionary, deep HRD generalists." Unfavorable perceptions of HRD and lack of professional identification with the field are still viewed as threats to HRD.

Eleven of the respondents thought that seeking a Ph.D. might be in their future; four of these were quite definite about it. Five might seek a second master's degree. But the respondents wanted other things from the university immediately. While they like the variety and people empowerment aspects of their jobs, they are eager for opportunities to converse with HRD faculty, students, and other graduates like themselves. They would like to be able to pursue certification in a variety of professional practice areas. They had many suggestions for reconnecting with the program from which they graduated, including alumni meetings, newsletters, help lines, and even career development help for themselves.

Conclusions

Indications from all research phases and sources of data are that students in HRD programs at this university like the field, their programs of study, and their faculty. With increasing enrollments (even though the bachelors level program has been deactivated) the reputation of the university HRD degree programs among practitioners appears to be solid. Students and alumni nevertheless have many suggestions for improvement, and primary among these seems to be the need for continuing relationships with the university even after graduation.

The insatiable need HRD professionals feel for life-long learning seems to be one motivator. Perhaps the professional loneliness of HRD practitioners is another. There does not seem to be any research documentation of this loneliness, but practitioners often speak of it. Relationships with coworkers are a great satisfaction, but as one-of-a-kind professionals in many organizations, HRD people often must find peers with shared interests outside their own workplace. One informant mentioned the need to benchmark with other HRD units; all informants seek better ways to keep their knowledge and skills at the cutting edge of the field. They see networking as obligatory.

While quantitative results show no defensible differences between old and new program graduates, there are qualitative comments that suggest that many old program graduates do not feel closely aligned with the broader, more generalist conception of HRD curriculum that was adopted in 1989. New program graduates tend to appreciate the increased breadth, particularly at the master's level. To illustrate, one person reports, "As I began to consult primarily in the HRD field, I am very glad the HRD program was comprehensive and integrated all the elements of the profession. I feel I have been very well equipped with skills and tools." Another wrote from her new HRD management position in another state: "[Our] HRD program has an excellent national reputation. I [have] realized my knowledge and skills are far superior to those of other HRD professionals here."

Testimonials are far from telling the whole story, however. Since the 1993 quantitative study, economic, social, political, and organizational changes have been rampant. Increasing numbers of students seeking jobs or career changes, seeking interdisciplinary fields of study, or merely seeking to make a difference seem to have been attracted to the HRD program under discussion. In the most recent academic quarter (of four) in this university, 40 new students were accepted at

the master's level, the highest level of demand in the history of HRD at this university. Since reclassification in Petersen's Guide to Graduate Programs, international student enrollments have steadily increased. These are visible changes. But there is much less clarity about whether students are arriving with more or less experience in the field or whether graduates are getting better or different kinds of jobs since 1993. With the baseline study reported here, such changes, if any, may be more readily assessed in the future.

At the doctoral level, strictly limited enrollments have encouraged students with particularly high levels of HRD or HRD-related experience. The impact of this change has yet to be seen. Some look forward to achieving more consistency in professional preparation and stronger HRD professional identification, but others may be concerned that their individuality and creativity will be sacrificed to the detriment of the whole field. The question for academic programming is: what kind and what amount of diversity can be sustained at the doctoral level in programs explicitly aimed to provide leadership for future generations of HRD practitioners?

HRD careers have begun and others have flourished as a result of the respondents' academic studies. A substantial number of potential students would be interested in degree programs offered in alternative formats.

Slightly more than 10% of the respondents to the mail survey of current students and alumni were from minority populations. This is not a high percentage in a city that is more than 50 percent Afro-American. Nearly three-quarters were also female, raising the question whether the field is becoming "feminized. Certainly these are indications that if racial and gender balance is desired, male and female Afro-Americans and adult males of all hues need to be a focus of future recruiting efforts. The market survey, with males representing almost half of the respondents, seems to indicate that at least a gender balance could be achieved if new ways to deliver programs are found.

Some Final Thoughts

The researchers believe that this is the first study of its kind in the history of HRD academic programming. This university has had a unique opportunity to begin anew and create a freshly conceived, integrated, research-based generalist HRD curriculum. Because of this, the program forms a natural laboratory for the study of the HRD profession as a system, monitoring its system integrity (wholeness), existing or potential splintering, and adequacy of its responsiveness to changing theory and practice needs. It is believed no longer useful to imply that HRD is a field in search of itself. Instead, researchers may profitably begin with the assumption that HRD is a system, not only capable of incorporating but even required to enfold a variety of models and metaphors illustrative of its whole system properties.

This longitudinal study is exploratory and does not claim to be definitive. It has looked at several elements that may help to encourage a whole-system view of the HRD profession through academic programming. While the qualitative data is too voluminous to report here in any detail, it suggests that the new HRD professional needs to understand and develop a personal comfort level with the content and perspectives of the whole profession before specializations are undertaken. At the very least, this self-study may point the way for program research in other universities, as much by its omissions as by its inclusions.

References

Flood, R. L. (1990). Liberating systems theory. New York: Plenum.

McLagan, P., & Suhadolnik, D. (1989). Models for HRD practice. Alexandria, VA: ASTD Press.

Pace, R. W. (1984) Taking the leadership: An analysis of human resource training and development academic programs. Dallas, TX: American Society for Training and Development.

Pace, R. W. (1988). The content of HRD academic programs. Dallas, TX: American Society for Training and Development.

THEORY AND PRACTICE ON PREPARING HUMAN RESOURCE DEVELOPMENT PROFESSIONALS

John A. Henschke
University of Missouri-St. Louis

Theory and practice in college and university academic credit programs preparing Human Resource Development (HRD) Professional Practitioners have seldom been addressed in the same places or times. This paper: Clarifies the terms, theory, practice, academic program, learning, learning organization; traces some history of the issue; provides a case illustration of how an HRD professional prepared in a program advocating a supportive connection between theory and practice; modeled that in his own professional career and developed support within the university setting.

Theory and practice in college and university academic credit programs preparing Human Resource Development (HRD) Professional Practitioners have seldom been addressed in the same places or times. On one hand, there are those (Devlin, 1939, pp. 1291 and 1732; Jarvis, 1990, p. 338) who say the two ideas have been and should continue to be kept totally separate, having their own domains of operation. On the other hand, some (Knowles, 1962, in Dixon, 1991, pp. 18-19; and in Brookfield, 1988, pp. 43-49) advocate interaction between theory and practice to the extent that they be congruent in so far as possible within the abilities of those in charge of the preparation process. In addition, others (Cervero, 1991, in Peters, pp. 19-36; Dixon, 1991, pp. 31-45) suggest a variety of relationships: ignoring theory, using theory and practice for emancipation, letting theory be the foundation for practice, recognizing theory or theories which guides ones practice, and understanding the theory and practice relationship as a function of the types of research permitted in various contexts.

Needless the say, with this disparity of viewpoints between theory and practice in preparing HRD professionals, few, if any, attempts have been made to bring them together at all, or in any coherent way. Nevertheless, expressions of concern, in academia (Benn, 1994; Cervero, 1988, p. 81) and in corporations (Kouzes, 1993, p. 47) imply, if not directly assert, the importance of addressing this at least to the extent academic institutions have any stake in the preparation. Additionally, a major component which involves academe in the preparation focuses upon learning. Some of these expressions of concerns are made also in response to HRD conference presentations conducted by HRD professionals. They take the form of: "Why do HRD professionals violate everything they know about how learning takes place?" or, "Why don't we HRD professionals practice on ourselves what we theorize about how we learn?" or, "Why don't we practice what we preach?" or, Why don't we walk the talk?" or, "Why aren't HRD professionals' actions consistent with their words?" or, "Why don't they do what they say"? or "Why should I stay in that session and tolerate being talked 'down to' like a little child?" or, "Please, no more long lectures!" or, "I want to 'actively participate' in learning rather than just 'passively receive' teaching!" The list could go on, which adds up to the issue and question of an appropriate theory and practice relationship. Pondering this prompts the observation that a definition of terms could help clarify direction of the discussion.

Definitions

In strict dictionary definition, Devlin (1939) distinctly separates theory and practice: "Theory is a doctrine or scheme of things which terminates in speculation and contemplation without a view to practice;" (p. 1732) and, "Practice is actual performance distinguished from theory." (p. 1291) Although these are general definitions, Jarvis' (1990, p. 338) definitions which reflects an HRD perspective not only coincide with the above, but further separates the two. He asserts that theory focuses on knowledge which comes from theoretical analysis, and practice focuses on knowledge which arises from *empirical evidence* through the senses.

© copyright, J. Henschke, 1995

The separateness of theory and practice by their definitions, juxtaposed with the concerns and discontent on their separation in actual practice, may not be enough justification to warrant making a connection. After all, in the interest of presenting more than one point of view, there are many positive comments and evaluations that are made on HRD graduate or undergraduate programs and conferences as they are currently being conducted. Nevertheless, there are other aspects to this research paper which could help justify bridging the gap. This paper focuses on a discussion of college and university academic credit programs concerning the theory and practice of preparing HRD professionals. Consequently, definitions of HRD, program, learning, and learning organization may shed some additional light on the possibility of a connection between theory and practice being needed.

Human Resources Development according to the American Society for Training and Development is defined as: "The integrated use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness." (Marquardt, 1993, p. 7) Also indicated are the primary interventions of each: Training and development--planned individual learning of their work roles; organization development--influence on the relationship of individuals and groups to impact the organization as a system; and, career development--influence on self-knowledge and processes that effect optimal matches of people and work. Hence, in preparing HRD professionals, for the eleven roles and thirty-five competencies needed by HRD professionals, a university or college academic program of planned learning to accomplish this is our focus. But how is program to be defined?

According to Jarvis (1990, p. 89) and Marquardt (1993, p. 8) program in this context is identified much the same as the traditional word curriculum and carries many of the same elements such as objectives, content and sequence of activities. This, then suggests that program tends to mean the entire range of learning experiences provided by an educational institution.

A much clearer articulation of the particulars which "learning experiences" encompass is given by Knoll (1989, in Titmus, p. 29) using the German Education Council definition meaning the organized arrangement of learning processes and content with regard to certain aims and objectives which include techniques, behavior or type and degree of certain skills and aptitudes, or of knowledge. This could imply such questions as: Which knowledges, understandings, aptitudes, skills, interests, attitudes, values and behavior patterns is this "Learner - *who is an HRD professional practitioner in preparation*" to acquire? With which subject matter and content is this "HRD professional" to be confronted? What roles, competencies, and performances is this "HRD professional" to learn? When and where is this "HRD professional" to learn? How is this "HRD professional's" needs to be determined? By which learning steps and techniques, in which manner, with the aid of which materials is this "HRD professional" to learn? How is the attainment of the aims and objectives by this "HRD professional" to be determined? It could be assumed that to answer these questions will necessitate knowing various theories and schools of thought which will inform the selection of the very best practices or learning/teaching techniques which the HRD professional practitioner has at his/her command and level of competency.

To carry this a step farther, learning is (Senge, 1990, p. 13) a shift of mind, and (Knowles, 1989, p. 148) is what goes on inside learners as they undertake to gain or acquire new knowledge, understanding, skill, attitudes, values, and interests. The "what goes on" could be described as: perceiving--sensing and feeling concrete reality, thinking or reasoning abstractly; and, internalizing or processing--making it a part of ourselves by actively jumping in and trying it, or reflecting on and watching what's happening, so the HRD professional, whom it would be safe to assume is an adult learner, would have going on inside of her/him the perceiving and internalizing of new knowledges, understandings, skills, attitudes, values, and interests.

Lest we fail to complete the definition loop, Watkins and Marsick (1993, pp. 8-9) suggest that the learning organization is one that learns continuously and transforms itself. This means learning: Takes place in individuals, teams, organizations and society; is a continuous, strategically used process--integrated with, and running parallel to, work; results in changes in knowledge, beliefs, and behaviors; enhances organizational capacity for innovation and growth; and, has embedded systems to capture and share the learning.

Consequently, an appropriate theory and practice connection in college and university academic credit programs preparing HRD professionals as learners and learning organization creators is the topic for consideration. Sub-questions implied from this are: What benefit can one expect to result from studying the relationship between theory and practice in HRD preparation programs? What determines the position one may take on the theory and practice relationship in preparing HRD professionals? What contextual/organizational connections within the university or college help advance an HRD preparation program? Although these questions we considered to be foreshadowing issues of the study, the following speculations or hypotheses emerged: studying the theory and practice connection helps develop a clear foundation upon which to base ones HRD preparation program; congruence between testing ones experience against what is read, perceived, reflected upon, abstracted and experimented with determines ones position regarding preparing HRD professionals; and, each contextual linkage with others in the university helps stabilize and advance an HRD preparation program.

Historical Background

One of the earliest references relating to the preparation of HRD professionals (Houle, in Jensen 1964, pp. 69-83) makes no mention of a connection between theory and practice. In the standards for graduate programs which appeared in 1986 (Brookfield 1988, pp. 234-241) the connection is very loosely made by indicating that the full-time HRD faculty member needs a continuing commitment to HRD theory, research, and knowledge of current practice. It should be noted that no connection between theory and practice in the faculty classroom behavior is indicated or required.

Comparing university adult education in England and the USA, (Taylor 1985, Preface) theory and practice are mentioned regarding the liberal school of thought in relation to the general field of adult education with no reference to preparing HRD professionals. Knapper (1985, pp. 106-120) outlines some innovative instructional methods which could be practiced by HRD professionals thought by some to be consistent with adult learning theories that emphasize a high degree of learner participation. (also Brager, 1993, p. 12). Although Bright (1989, Title) addresses the theory and practice issue, the argument is limited to the study of adult education in its relationship to epistemology. Usher (1989, Title) takes the view that theory and practice are not inextricably connected, but in a captive triangle with research. His argument is directed toward the field in general, but can be applied to preparing HRD professionals.

Moreover, McCullough (1987, p. 53) supports the connection by indicating that the professional development of an adult educator/trainer will be greatly advanced by letting others know what competencies (which are identified by the theory) you are trying to improve and asking for feedback on your progress. Collins (1991, pp. 21-39) on the other hand, argues that the preparation of HRD professionals is not helped by the current obsession with technique without the vocational commitment to engagement in critical, ethical, and political issues. Outlining the changing relationships between theory and practice during nearly thirty years, Cervero (1991, in Peters, pp. 19-41) asserts that currently there is a great disparity between theory and practice in preparing HRD professionals frustrating practitioners while at the same time concerning theoreticians.

Soder (1988, pp. 299-305) thinks that by studying the way other professions educate and prepare their professionals, educators can learn valuable lessons for the ways people are prepared to enter the ranks. In his study of how these professionals are prepared, there is no mention of any connection between theory and practice in the process, despite his findings that there are fifteen features in their training programs which are commonly shared with the professional education of educators. One could conclude that either that aspect of a preparation program has been inadvertently overlooked, or it has been considered unimportant and irrelevant to the extent that no space or time should be devoted to its consideration.

Almost by accident, or at least implication, Marsick and Watkins (1994, p. 114) emphasize the importance of a theory and practice connection within an organization, citing an airlines preparation and continued daily treatment of professional flight attendants. Emphasizing that an

organizational culture of disrespect and fear squelches learning, they underscore the fact that the American Airlines threat in response to the 1993 Thanksgiving Holiday Season flight attendant strike, to hire replacement "scab labor," dealt a blow to attendant "self-respect," and fear of job loss. (Kilborn, 1994, in Marsick, p. 114). It is not hard to conclude that disrespect and fear are not earmarks of a "learning organization," and a learning organization is one of the results that seems important to develop and support in an HRD professional preparation program.

"Do what you say you will do," (DWYSYWD) is the "critical difference" of what leadership credibility is all about (Kouzes & Posner, 1993, p. 47), which is the bottom line of a theory and practice connection. Leaders, in a free society--in corporations, health care, religion, society, government, human resources development, etc., -- who are honest, competent forward-looking, inspiring, credible and trustworthy, gain commitment and are followed by many other people (1993, cover jacket). And creating a learning climate--which is required of an HRD professional academic preparation program--is one building block in the disciplines of credibility (p. 51), and is an essential precursor of any successful organizational change efforts (p. 168). This is further supported on the individual level by Kolb (1974, p. 355), who found that individuals who are successful in achieving their change goals will be: more likely to feel that the control of reinforcement that they receive during the change process rests with themselves than those who are not successful; and, less likely to feel that control of reinforcement that they receive during the change process rests with those who are not successful.

There are some who think HRD professors--the people who have a major stake in designing and implementing HRD professional programs--have a unique responsibility to model the behaviors and skills they are trying to teach. Gardner and Korth (1994, p. 10) assert that most critical in the process is personal behavior. This could be illustrated by teaching on the importance of giving and receiving feedback, yet not being open to receiving feedback from the class in a constructive fashion, thus resulting in a decrease of our influence on student behavior. Consequently, we have not walked the talk. If participation in decision-making is an important concept to teach, yet we make arbitrary decisions affecting students, we lessen the likelihood that enhanced learning will take place. Although the words are not used by Gardner, consistency between theory and practice in the teaching/learning transaction is being emphasized. The saying seems true that if we do not model what we are teaching, we are teaching something else.

Bierma (1994, pp. 8-9) suggests that as HRD professionals the time has come to step back and evaluate our own learning and ask if we practice what we preach. Her penetrating analysis points up our need to: Get past the notion that practitioners are not interested in research or theory, and that academicians don't value what practitioners have to say, build a collaborative venture of relying on each others strengths; partner together in advancing HRD teaching, research and practice; turn the Academy of Human Resources Development into a truly collaborative learning organization; and formulate partnerships between theory and practice.

Rose, (1994, p. 6) in what appears to be a counter point of view and rebuttal to Henschke's (1992a, p. 9) rationale for practicing adult learning principles in conference settings, emphasizes that their is no research base to justify bringing the two together, so they will have to remain apart. Hayes (1993, pp. 173-186) also seems to support that position. Reischmann (1993, pp. 220-224) seems to brush aside the need for practice to be consistent with theory. However, Henschke (1993a, pp. 214-217) raises questions about what constitutes research, posing the possibility that research already exists in the area regarding the case Rose makes.

Perhaps the earliest published statement of support for a theory and practice alliance in preparing HRD professionals came from Knowles in 1962 (1991, in Dixon, pp. 18-19) and (1988, in Brookfield, pp. 43-49) with the publication of A General Theory of the Doctorate in Education. The purpose of the theory would provide guidelines for the development of a program for each degree. This theory was later enhanced (fleshed-out) and implemented by Knowles in the graduate programs in preparing adult educators and HRD professionals at both Boston University and North Carolina State University. A few specific enhancements were published on Knowles' theory of andragogy--which he defines as the art and science of helping adults learn (1980, pp. 1-63), competency rating scale (1990, pp. 236-243), and self-directed learning (1975, pp. 1-135). In 1980, Knowles was named to the HRD Hall of Fame. This was done through a poll taken from

people in the HRD field. It was reported in Training Magazine, an international publication whose subtitle was at that time, "The Magazine of Human Resources". Beyond his publications, Knowles, the Adult Education and HRD Professor, seemed to exemplify as a co-learner and a facilitator of learning in others, the theory and practice connection in the academic program he developed for preparing educators of adults, and HRD professionals.

The ideas of how adults learn, which includes how HRD professionals learn, that were included but not limited to these statements, said that adults have a desire and capacity for: Actively participating in the learning process, having an extensive amount of control over their learning process, being treated as "grown-ups" instead of as "children", engaging in a variety of experiential learning techniques, discussion time being allotted in conjunction with a lecture if one is given, interaction with others in small groupings that helps them internalize information, hands-on practice, opportunity for each to share his/her expertise with others, raising questions about and exploring problems and various possibilities of practical application, self-directedness in learning, knowing exactly what step to take next in learning, innovation, excitement to carry a new idea forward, openness to new insights, an attitude of caring about what happens to students, clarity about differences between process and content; in short, meeting the adult learners' learning needs as they perceive and understanding them, as well as congruence between saying and doing or theory and practice in education: i.e. making the medium and the message coincide.

A Case Example

Cervero (1991, in Peters, p. 36) points out that although the relationship between theory and practice is an issue that will not be resolved, we should set our sights on understanding and being critical of the circumstances that shape our actions about this issue. Thus, it could help clarify for the reader the viewpoint of this author, to state that he received his doctorate in Adult Education and Human Resources Development at Boston University during Knowles' years there. Additionally, what will be presented regarding this influence supports the axiom that we teach how we have been taught. Consequently, the remainder of this paper is not intended to and will not resolve the relationship of theory and practice in the preparing of HRD professionals. However, this paper is meant to be descriptive of some ways which one person prepared as an HRD professional in the 1960's, has "played out" this relationship in the nearly three subsequent decades with the stated point of view, without trying to speak for others and their varying perspectives on the theory and practice connection. Thus, what follows includes not only the ideas on how adults or HRD professionals learn set forth in the last paragraph of the previous section, but also will add special ideas applied and used in each program described.

The contextual setting of this HRD professional's perspective is in his dual role as a continuing learner of how to become an HRD professional and as a facilitator of helping others become HRD professionals. He has a split appointment position at the University of Missouri, of Associate Professor of Education with masters and doctoral adult education and HRD students at the St. Louis campus, and Continuing Education Specialist in University Extension serving the individual and organizational learning needs of the general adult population. The University Extension position has been fulfilled in both rural and urban Missouri.

The earliest and most effective educational and innovative experiences of this HRD professional becoming a faculty member with University Extension was to participate in an inservice education orientation program for a seven week period. It was highly individualized. One could "shadow" other specialists as they worked and daily operationalized the role of University Extension faculty. Theory and practice were congruent. It was preparatory to the process that would be expected when one worked in the field setting in a very self-directed manner to implement her/his own ideas. This became a viewpoint expressed by Pinchot (1985, p. 22) when describing an entrepreneur, in which he suggested, that the one excited about an idea be responsible to carry it forward in the organization. However, this was counter to the apparent viewpoint of Hays (1993, pp. 173-186) when she seems to question the appropriateness of educators confronting learners with that kind of responsibility without having first determined their stage of readiness. However, Knowles (1975, pp. 31-38) emphasized that in his redefining the role

BEST COPY AVAILABLE

of teacher, from content transmitter to facilitator of self-directed learning, he was in charge of the process, instead of the content, and would make decisions about procedures when the students couldn't, as well as helping them learn to take more responsibility for their learning.

In the early 1980's, this author was named associate professor of education in the HRD and adult education area at the University of Missouri-St. Louis. Responsibilities include teaching graduate courses on preparing HRD professionals, guiding and chairing masters' and doctoral students' programs, researching and publishing, as well as providing service to the university and the community. The courses taught regularly in rotation are: Foundations of Adult Education, Improvement of Instruction in Adult Education, and Curriculum Theory and Development in Adult Education. Classes are competency based (Henschke, In Dixon, 1991, p. 9). Learning contracts are used (Knowles, 1975, pp. 62-63). The classes are live laboratories for learning using various adult learning techniques to involve all the class interactively as illustrated by the genre of Leypoldt (1967, pp. 1-125) and many other sources, based and generated in research and/or practice (Rose, in Henschke, 1992a, p. 10), (Henschke, 1987a, pp. 55-61). The schools of thought or educational philosophies guiding the class processes are a mixture of humanistic, progressive, radical, behavioristic, liberal, and analytic (Elias, 1980, pp. 1-12), in that order of emphasis. There is a high degree of trust in the learning abilities of the students (Henschke, 1989, pp. 81-87). A critique by and feedback from students is always requested at the completion of each semester course to identify suggestions for improvement which are implemented the next time the course is offered (McCullough, 1987, p. 53).

Conversations with adult education and HRD colleagues have resulted in debates whether it is appropriate to put into practice the adult learning theories in university graduate courses, resulting in such comments as: "This is a university, you can't do that here; other professors would not tolerate our doing this; and, academic rigor would be sacrificed," (also Hays, 1993, pp. 173-186). Without attaching names of people or programs, one HRD professional in the Eastern USA who was practicing in the field for fifteen years, indicated in a personal conversation with this author that it was very distracting to him to be enrolled in a doctoral HRD program where the professors were not committed to theory and practice congruence in their teaching. This was especially problematic to him, knowing that his HRD consulting business would be gone if he did the same with his clients. Discussions with professors in the Department of Educational Studies, where adult education and HRD is placed at the University of Missouri-St. Louis, have resulted in the conclusion that no quality or rigor need be or is sacrificed as adult learning principles are practiced in the graduate courses. In fact, the adult learning theories are in concert with and supported by the school of education's official knowledge base statement which is required to be included in all course syllabi. The statement reads,"Teacher--A lifelong learner who creates learning settings where students are guided to construct meaning in concert with the teacher and other learners." Some results of long term impact evaluations (Henschke, 1990, p. 61) from past participants in the adult education/HRD graduate program indicate, but are not limited to, such gains as: New skill, new insights from hearing experts and other students, increased thinking ability, increased personal confidence, and greater satisfaction from the people they serve.

All of the elements included in the University of Missouri graduate adult education/HRD programs above, are also part of other credit and non-credit programs conducted by this author in the preparing of HRD professionals in other contexts with some special additions and adaptations for each situation.

A credit course on Foundations of Adult Basic Education was offered on video satellite nationally over a two and one-half month time period in 1990 with thirty-nine enrolling from eight states. An interactive element was added by interspersing four-one hour audio telephone conferences for participants to discuss various learnings and applications of the course content in their own settings. Five percent of the telephone time was occupied by the professor asking questions of the participants regarding how they were applying the course in their work contexts as educators of adults. This five percent generated response and interaction among them as well as interchange of ideas to their benefit professionally, which occupied twenty-four percent of the telephone time. (Lane 1990, pp. 89-93).

Seminars and conference sessions focusing on adult learning have been provided for both full and part time HRD professionals. These have been of various lengths: From forty-five minutes up to four hours. They have been implemented with HRD practitioners, HRD professionals, adult basic educators, nurse educators, educational developers in church international ministries, church educational leaders in eight countries on three continents, and conferees at state, regional, national and international conferences. Without exception, the sessions designed and conducted to include both adult learning theory and practice of the theory, received positive feedback from participants on giving attention to both aspects (Henschke, 1992a&b, All pages). The times I have failed to take into account all aspects of a presentation for learning or overlooked something which made the practice incongruent with the theory drew negative feedback underscoring importance of the theory and practice connection.

An advanced graduate credit course on Methods and Techniques for Teaching Adults was conducted in 1991 with HRD professionals and professional adult educators on a telephone network with sixty-five people at twenty-two locations in one state. The interactive element was assured (no interaction on a teleconference equals grinding learning to a halt!) with twelve groups forming to make presentations which required each group to involve the full class actively (not passively) in the presentation/learning experience. Incidentally, they "pulled it off."

A graduate credit course on Teaching Adults in University Extension was provided by the HRD professional in 1991 & 1992 to University Extension personnel in two states in two different formats: A four-weekend, consecutively on Friday nights and all day Saturdays; and, four consecutive days in one week and three consecutive days two months later. Each format worked equally well and the subject matter was applicable in both contexts.

A credit course was offered, by a team of this and another HRD professional, within a prison on preparing adult literacy tutors who are prison residents to function as tutors with other inmates. The twenty-four participants effectively took active responsibility for their own learning and had no difficulty in supporting each other in the process (Henschke & Perry, 1989, pp. 89-95).

Two different non-credit forty-hour inservice education courses on Methods and Techniques for Teaching Adults were conducted by this HRD professional with HRD professionals at the Federal University in Brazil: Forty participants in 1985, and twenty participants in 1991. Each group also participated in the design of their course (Henschke, 1987b, pp. 414-422). Their perceptions at the beginning of its not being in touch with their reality, changed to their feeling at the conclusion that each course was very relevant to them and their real world.

It is interesting to note that in a conference where the theme on theory and practice in training and professional development in adult and continuing education was presented, the structure of the paper presentation sessions supported theory and practice congruence. Instructions given to paper presenters by the conference organizers included: you have ninety minutes for your session; don't read the full text of your paper to your session participants; take five to ten minutes at most to present a capsule of what your paper says; then, let discussion occupy the remaining time. This author wondered if that would work when he presented his paper. For his own session as well as sessions of other author/presenters he attended, much to his delight the full time was occupied by productive interaction. Even more time for each session could have been beneficial. It certainly exemplified the notion that adults value active participation in their learning experiences.

A Missouri state certification regulation requires that emergency medical technicians (EMT) who aspire to become certified EMT instructors, must have, among other things, a forty clock hour course in instructing adults A St. Louis medical facility asked this author to develop and teach such a course. The major components of the course in making this a live laboratory for learning include: How adults learn, designing learning experiences, methods and techniques for teaching adults, applying the above elements and designing a two-hour EMT subject matter block of learning, teaching a fifteen minute segment of the above designed program, and critique each others learning designs and teaching task. This is an application of making theory and practice congruent. In 1994, two of these courses were conducted with nineteen people. The experience helped them "catch" what helping others learn was all about.

Building coalitions with others on the University of Missouri-St. Louis campus has been

very fruitful. It has yielded strength and growth to the program. Enrollment in courses has numbered over 2,200 from Fall 1983 through December, 1994. Sixteen doctoral students have been graduated. There are presently twenty-five doctoral students actively working on their programs. Eighty masters degree students are working on their programs, with one hundred twenty-five having been graduated. Five undergraduates are in the program with five having been graduated. This author has a 50% appointment for professing in HRD and Adult Education. He has researched and published enough to be initially appointed to the university doctoral faculty in 1990, and enough to probably be reappointed in 1996. He has been major advisor to all the doctoral and masters HRD/Adult Education students. He has chaired four of the doctoral dissertation and has been a member of the other twelve doctoral dissertation committees. Working with at least three other professors on each of sixteen HRD/Adult Education dissertations built in those professors an understanding of HRD/Adult Education. It also built some interest and investment on their part and a cooperative spirit into helping this program area succeed.

Cooperative conference presentations and joint publication of papers with Professor Dr. Henry Weinstock in the Department of Educational Studies at University of Missouri-St. Louis has also built understanding and support to this new field of study.

Eleven of the doctoral graduates now teach in eight different higher institutions in three countries. One of them teaches in the Educational Studies Department in Foundations and Administration. Support for HRD/Adult Education has now reached the point of proposing a special doctoral emphasis area in Adult and Higher Education with sub-specializations in Human Resources Development, Community Education, and Vocational Business Education.

Conclusions and Summary

Results indicate the hypotheses of this study were accepted and a strong support was indicated for theory and practice congruence in university and college academic programs preparing human resource development practitioners. This paper also provided clarification of the terms theory, practice, learning, learning organization, and academic program relating to education. It has also addressed the issue of theory and practice connection regarding the academic program of preparing HRD professionals, traced some historical background of this issue which some think will not be resolved, and, provided a case illustration of how one HRD professional prepared in an academic program not only supportive of the theory and practice connection, but also advocated congruence between the two. In addition, the case illustration described how that HRD professional worked on the theory and practice issue in his professional context as he has continued to learn as well as facilitate the preparation of other HRD professionals. It highlights the theory and practice congruence insisted on, in the structure of the paper sessions, by conference organizers where the theme was on university preparation of educators of adults. The varieties of academic linkages were also described which helped advance the HRD program at University of Missouri-St. Louis.

It is important, however, to note that these results are not conclusive since much, although not all, of the case data were drawn from one academic program. Nevertheless, elements in this one program which has helped it grow exponentially could provide some important clues that may be considered and tested by other college and university programs desiring to develop a strong foundation and growth pattern for their HRD professional preparation program.

References

Benn, R.A., & Fieldhouse, R., Eds. 1994, Training and Professional Development in Adult and Continuing Education, Exeter, England, UK: University of Exeter, Center for Research in Continuing Education--Occasional Paper Number 1.

Bierema, L.L. 1994, Action Learning in HRD: Do We Practice What We Preach? *The Academy of Human Resources Development Forum*, Vol. 1, No. 2, pp. 8-9.

Bragar, J., & Johnson, K. 1993, *Adult Learning: New Research on Continuous Learning in the Business Environment* Atlanta: American Society for Training and Development.

Bright, B.P., Ed. 1989, *Theory and Practice in the Study of Adult Education: The Epistemological Debate*, London, Routledge.

Brockett, R.G., & Hiemstra, R. 1991, *Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice*, London, Routledge.

Brookfield, S. 1988, *Training Educators of Adults: The Theory and Practice of Graduate Adult Education*, London, Routledge.

Cervero, R.M., 1988, *Effective Continuing Education for Professionals*. San Francisco: Jossey-Bass Publishers.

Collins, M. 1991, *Adult Education as Vocation: A Critical Role for the Adult Educator*, London, Routledge.

Devlin, J., Compiler, 1939, *Webster's Twentieth-Century Dictionary of the English Dictionary: Being the Unabridged Dictionary by Noah Webster*, New York, Publishers Guild, Inc.

Dixon, N.M. & Henkelman, J. Eds. 1991, *Models for Human Resources Development: The Academic Guide*, Alexandria, VA, American Society for Training and Development.

Elias, J.J., & Merriam, S. 1980, *Philosophical Foundations of Adult Education*, Malabar, Florida, Krieger Publishing Co.

Gardner, B.S., & Korth, S.J. 1994, HRD Teaching and Curriculum. *The Academy of Human Resources Development Forum*, Vol. 1, No. 2, p. 10.

Hayes, E. 1993, Current Perspectives on Teaching Adults. *Adult Education Quarterly*, Vol. 43. No. 3, pp. 173-186.

Henschke, J.A. 1993a, Effective Techniques/Methods for Conference Presentations: Research Issues. *Midwest Research-to-Practice Conference in Adult Continuing and Community Education, Freer, Kevin, & Dean, Gary, Eds. Columbus, OH, Ohio State University*, pp. 213-218.

Henschke, J.A. 1990, A Graduate Adult Education Program Long-Term Impact Evaluation. *Midwest Research-to-Practice Conference In Adult, Continuing and Community Education*, Dekalb, IL, Northern Illinois University, pp. 58-63.

Henschke, J.A. 1989, Identifying Appropriate Adult Educator Practices: Beliefs, Feelings and Behaviors. *Midwest Research-to-Practice Conference In Adult, Continuing and Community Education*, St. Louis, University of Missouri, pp. 81-87.

Henschke, J.A., 1993b, On Definition, Contrast/Comparison, and Future Directions of Adult Education. *Rethinking Adult Education for Development.* Svetina, M. & Jelenc, Z., Eds. Ljubljana, Slovenia: Adult Education Research Institute Compendium, University of Ljubljana and Slovene Adult Education Center. pp. 105-109.

Henschke, J.A., Ed. 1992a, Practicing What We Preach. *Adult Learning*, Washington, D.C., American Association for Adult and Continuing Education, Vol. 4, No. 1, pp. 9-22, 31.

Henschke, J.A. 1987a, Preparing Non-Experienced Teachers of Adults: Research Issues. *Midwest Research-to-Practice Conference In Adult and Continuing Education*, East Lansing, MI, Michigan State University, pp. 55-61.

Henschke, J.A. 1994, Theory and Practice in the Curriculum Preparing Educators of Adults. *Training and Professional Development in Adult and Continuing Education*, Benn, & Fieldhouse, Eds., Exeter, England, UK: University of Exeter, Center for Research in Continuing Education-Occasional Paper Number 1, pp. 48-54.

Henschke, J.A. 1987b, Training Teachers of Adults. *Materials and Methods of Adult and Continuing Education: International--Illiteracy, 4th Edition*, Klevins, C. Ed. Los Angeles, Klevens Publications, pp. 414-422.

Henschke, J.A. 1992b, Using Adult Learning Techniques in Adult Education Conferences. *Midwest Research-to-Practice Conference In Adult, Continuing and Community Education*, Manhattan, KS, Kansas State University, pp. 59-66.

Henschke, J.A., & PERRY, J.H. 1989, Use of Appropriate Learning Techniques for Teaching Adult Residents In a Correctional Setting. *Midwest Research-to-Practice Conference In Adult, Continuing and Community Education*, St. Louis, University of Missouri, pp. 89-95.

Jarvis, P. 1990, *An International Dictionary of Adult and Continuing Education*, London, Routledge.

Jensen, G., Liveright, A.A. & Hallenbeck, W. 1964, *Adult Education: Outlines of An Emerging Field of University Study*, Washington, D.C., Adult Education Association of the U.S.A.

Knapper, C.K. & Cropley, A.J. 1985, *Lifelong Learning and Higher Education*, London, Croom Helm.

Knowles, M.S. 1990, *The Adult Learner: A Neglected Species, 4th Edition*, Houston, Gulf Publishing Co.

Knowles, M.S. 1989, *The Making of An Adult Educator: An Autobiographical Journey*, San Francisco: Jossey-Bass Publishers.

Knowles, M.S. 1980, *The Modern Practice of Adult Education: From Pedagogy to Andragogy, 2nd Edition*, New York, Cambridge Book Co.

Knowles, M.S. 1975, *Self-Directed Learning: A Guide for Learners and Teachers*, New York, Cambridge Book Co.

Kolb, D.R., & Boyatzis, R.E. 1974, Goal-Setting and Self-Directed Behavior Change. *Organizational Psychology: A Book of Readings, 2nd Edition*, Kolb/Rubin/McIntyre, Eds. Englewood Cliffs, NJ: Prentice Hall, pp. 353-355.

Kouzes, J.M., & Posner, B.Z. 1993, *Credibility: How Leaders Gain and Lose It, Why People Demand It*, San Francisco: Jessey-Bass Publishers.

Lane, C., & Henschke, J. 1990, The Use of Audio Interaction In a Telecourse Offered By Satellite: Foundations of Adult Basic Education. *Midwest Research-to-Practice Conference In Adult, Continuing and Community Education*, Dekalb, IL, Northern Illinois University, pp. 89-93.

Leypoldt, M.M. 1967, *Forty Ways to Teach In Groups*, Valley Forge, PA, Judson Press.

Marsick, V.J., & Watkins, K.E. 1994, The Learning Organization: An Integrative Vision for HRD. *Proceedings of the Academy of Human Resources Development Conference*, Brooks, A., & Watkins, K., Eds., Austin, TX: The Academy of Human Resources Development, pp. 111-116.

Marquardt, M.J., & Engel, D.W. 1993, *Global Human Resource Development*, Englewood Cliffs, NJ: Prentice Hall, Inc.

McCullough, R.C. 1987, Professional Development. *Training and Development Handbook: A Guide To Human Resources Development, 3rd Edition*, Craig, R.J., Ed., New York, McGraw-Hill Book Co., pp. 35-64.

Peters, J.M., Jarvis, P., & Associates 1991, *Adult Education: Evolution and Achievements In a Developing Field of Study*, San Francisco, Jossey-Bass Publishers.

Pinchot, G. 1985, *Intrapreneuring: Why You Don't Have To Leave The Corporation To Become An Entrepreneur*, New York, Harper and Row.

Reischmann, J. 1993, Reconception of Adult Education for Development. *International Perspectives Research*, Andragoski Center Republic Slovenije, Ljubljana, Slovenija.

Rose, A. 1992, Conferences in the 1990s--How Far Have We Come?, *Adult Learning*, Vol. 4, No. 1, pp. 10, 31.

Rose, A. 1994, Do We (Or Should We) Practice What We Preach?, *Adult Learning*, Vol. 5, No. 3, p. 6.

Senge, P.M. 1990, *The Fifth Discipline: The Art and Practice of the Learning Organization*, New York: Doubleday Currency.

Soder, R. December 1988, Studying the Education of Educators: What We Can Learn From Other Professions. *Phi Delta Kappan*, pp. 299-305.

Taylor, R., Rockhill, K., & Fieldhouse, R. 1985, *University Adult Education in England and The USA*, London, Croom Helm.

Titmus, Colin J. Ed. 1989, *Lifelong Education For Adults: An International Handbook*, Oxford, Pergamon Press.

Usher, R., & Bryant, I. 1989, *Adult Education As Theory, Practice and Research: The Captive Triangle*, London, Routledge.

Watkins, K.E., & Marsick, V.J., 1993. *Sculpting The Learning Organization: Lessons in the Art and Science of Systematic Change*. San Francisco: Jossey-Bass Publishers.

Responding to Business Needs: Strategies to Facilitate Group Learning to Organizations

Brenda S. Gardner
Sharon J. Korth
Xavier University

Organizations are increasingly using teams to accomplish many of their goals. Businesses are asking for graduates who can work effectively in these teams as members and as leaders. HRD programs need to examine their curriculum to determine if they are fostering the transfer of group membership and facilitation skills from the classroom to the work environment. This paper discusses the use of teams in organizations and how graduate programs can respond to these organizations' needs.

In the United States, many adults are participating in human resource development (HRD) graduate education programs to prepare for leadership positions in business. These businesses are making dramatic changes in how they operate and require leaders with different perspectives and skills. According to Foggin (1992), academic programs are not in touch with their customers--their students and the companies that hire them. Educational programs in business have been criticized for emphasizing theory over practice (Raelin, 1993). Most employers do not expect people to sit in rows and compete with colleagues without interacting with them. The heart of most jobs is teamwork (Johnson, Johnson, & Smith, 1991) and businesses want employees with "people skills," who can be effective team members and team leaders (Jenkins, 1992).

Senge (1990) in his book, The Fifth Discipline, looks at businesses as learning organizations, where learning is valued as the best, and perhaps the only, source of competitive advantage. Senge supports the importance of teams in the workplace, stating that mastering team learning is vital to creating the learning organization because "teams, not individuals, are the fundamental learning unit in modern organizations. This is where the 'rubber meets the road'; unless the team can learn, the organization cannot learn" (p. 10). Business enterprises are experiencing fundamental changes as a result of an increasingly competitive environment. If there is to be a meaningful change in American business education, nothing less than a fundamental shift in the thinking of leading US business educators and managers needs to take place (Muller, Porter, & Rehder, 1991). Businesses want leaders who can deliver value to the customer by managing systems and processes cross-functionally and by working with other people in other divisions (Doyle, 1992). Businesses want people with "people skills," who can be effective team members and team leaders (Jenkins, 1992; Southerst, 1993). A 1994 Training magazine study survey indicated that 73% of organizations report using teams for some work processes (Filipczak, 1994).

Regardless of the number of work teams existing in organizations, it appears that the increase in using teams in all types of private and public sector organizations is not a fad to be dismissed, nor is it a new concept. This need for new ways of approaching work design and structure has been magnified by organizations requiring more adaptability, innovation, initiative and collaboration on the part of their employees to effectively meet the challenges of a different type of United States and world workforce, global competition, technological innovations, decreases in productivity, and shifting work values. In 1983 Rosabeth Moss Kanter's book The Changemasters theorized that the 1990's and beyond could not be addressed using the same type of work systems in existence in the 1890's. A rash of new books on "reengineering organizations," creating "learning organizations and systems" and "customer-driven processes" imply that in the United States, at least, a revolution in how companies address their employees, their customers,

© copyright Gardner & Korth, 1995

and their missions is rapidly occurring (Albrecht & Zemke, 1985; Blanchard, 1993; Hammer & Champy, 1993; Naisbitt, 1982; Peters, 1992; and Wheatley, 1992).

Using Teams in Organizations

One of the ways organizations have been addressing these challenges is through the use of groups of employees working together, either temporarily or permanently, to solve problems, design work processes, strategize for the future, etc. These work teams' responsibilities, goals, and structure vary among organizations, but they normally are built upon similar assumptions (Harper & Harper, 1992):

- –They can react quickly to change;
- –They can deliver higher quality and better customer service;
- –They can constantly improve everything;
- –They can improve the motivation, satisfaction and productivity of workers;
- –They can constantly learn, self-correct, and respond to opportunities; and
- –They utilize participant expertise.

In order for teams to work effectively, there are a number of pre-conditions including organizational and management support, evaluation systems aligned with work team effectiveness, participative culture, union support (if appropriate), long-term orientation, trust, and competence (Berrey, Klausner & Russ-Eft, 1993; Fisher, 1993; Harper & Harper, 1991; Holpp, 1992; Hughes, 1991; Wellins, 1992; and Wellins, Byham & Wilson, 1991).

Common across all articles and research of team effectiveness is, however, the necessity for training teams in a variety of skills, including: learning to cope with change, accepting responsibility for group's work, group dynamics, critical thinking, self-direction (Glaser, 1991); problem-solving, communication, meeting, influence, interviewing and presentation skills, conflict management, quality tools, roles and responsibilities, work flow analysis, and budgeting (Wellins et al., 1991); teamwork, valuing differences, communication, conflict, meeting and feedback skills (Ross, Fugaban, Powell & Wilson, 1994); job skills, team/interaction skills, and quality/action skills (Wellins, 1992); project management, negotiation and cross-skills (American Society for Training & Development, 1990); understanding adult learning (Sisco, 1993); and strong leadership and facilitative skills for those work teams with designated leaders or facilitators (Bradley, 1993).

There are, however, still questions about whether work teams add to an organization's competitiveness, quality and internal morale and productivity. Empirical studies of participative management and team processes, of which there are not many, tend to not be strictly controlled or able to be generalized (Cummings, Molloy & Glen, 1977; Kahnweiler, 1991;). Pearce and Ravlin, however, in 1987 summarized twenty-four studies from 1970-1986 which indicate increased employee satisfaction (Aquilano, 1977; Trist, Susman & Brown, 1977), reduced production costs (Aquilano, 1977; Trist et al., 1977; Walton, 1977), and decreased absenteeism, turnover, and accident rates (Trist et al., 1977; Walton, 1977). A number of non-empirical surveys and case studies have recently been produced which indicate a growing awareness and perhaps acceptance of the benefits of teamwork (Berrey et al., 1993; Ross et al., 1994; Sherriton & Stern, 1994; VanFleet & Zarichansky, 1994; and Zasloff & Gottsacker, 1994).

Educating Students to be Team Members

If teamwork in organizations is currently in place and unlikely to decrease in magnitude in the coming years, can we as educators increase the likelihood that our graduates will be able to successfully function as team members, or when appropriate act as facilitators and initiators of team processes? According to reports from businesses trying to influence schools to add team processes and skills to their curriculum, graduates are lacking in the necessary abilities when entering the workplace (Froiland, 1993).

According to Katz (as cited in Doyle, 1992), 74% of the companies that responded to a survey said that the ability to effectively work with others is the most important skill a Master of

Business Administration (MBA) graduate can possess. This is a departure from the past where quantitative and analytical skills were considered paramount. Several business schools have responded to these issues. The University of Tennessee has made fundamental changes in their MBA curriculum. They have put students together on teams to do all their work and provide formal training on how to work in teams. These teams work together, teach each other, and are evaluated as a unit (Foggin, 1992). Better known European schools such as the Swiss International Institute for Management Development and the British University of Leeds have a strong international focus, and now include, among other things, group process skills. Northwestern University's Kellogg School of Management has students create mini-corporations in which they practice functions such as group management, peer review and team recruitment (Doyle, 1992). The University of Chicago has made changes in its MBA program, and now includes Outward Bound (outdoor adventure training) activities, workshops on teamwork, and projects exploring group dynamics and team problem-solving. University of Pennsylvania's Wharton School conducts a two-semester course called Leadership Skills, which centers around group activities, with classes divided into six-person learning teams. Students work on team projects where they learn how to give and receive feedback, evaluate each other, and work on improving relationships. As in the Chicago program, the students keep journals of insights gleaned from the course (Doyle, 1992).

These are a few examples of business schools that have modified their programs in response to the business needs. This is the challenge for graduate education--to develop innovative programs for a population of adult, non-traditional students with competing demands on their time and money, students who are looking for practical experiences to help them acquire the skills needed to keep businesses competitive, as well as increase their own opportunities for career advancement.

HRD Graduate Education. Besides business schools, graduate academic programs in HRD also prepare team members and change agents for current and future business challenges. In order to prepare HRD professionals who are better equipped to respond to these previously discussed business needs for interpersonal, team and group skills, as well as to the needs of a population with little time and patience for "non-relevant" education, an executive weekend format for a Master's of Education degree in HRD was implemented in 1992 at Xavier University in Cincinnati, Ohio, USA, a private Jesuit institution. Drawing upon and adapting the American Society for Training & Development's (ASTD) Models for HRD Practice (McLagan, 1989) competencies in its framework, the program has integrated several unique elements to develop ethical HRD professionals:

(1) A cohort group of 40 working adults who remain together in "lock-step" fashion over 21 months; they take only prescribed courses with the same students and are not allowed electives or transferring in of credits to the program.

(2) A coordinated 11-course curriculum whose elements build upon each other and overlap in terms of reinforcing previously learned skills through shared assignments and group activities.

(3) The theme of a "classroom laboratory", allowing learning groups to experience and process learning objectives on an on-going basis.

(4) The emphasis on "community" growth and development which requires a non-traditional approach to facilitation and program administration.

(5) The use of learning journals as a tool to evaluate achievement of programmatic objectives, as well as necessity for curriculum change and classroom/group interventions.

This Master of Education degree program's intensive weekend format meets the needs of many busy, working professionals and allows for issues and skills to be explored in depth, with time for development, practice, feedback, reflection, and reinforcement. The cohort feature allows for the development of a community of learners who work together toward a common academic goal to accomplish personal and professional goals.

A major focus in the program is the use of learning groups to develop the skills needed to effectively work in and manage teams in organizations. Ongoing learning groups of approximately 6-8 students provide for continuous improvement, where groups reflect, evaluate, make future

plans, and change. When people work together over an extended period of time, the group also serves as a personal support system for life's challenges: health problems, pregnancies, birth, divorce, job loss, and other crises that occur in everyday life. On the other hand, the groups provide a place to celebrate life with people who know and care about each other. Because of the interdependence on each other for learning, group members must be able to deal effectively with conflict. Otherwise, their progress and growth will be derailed and they will not be able to effectively utilize the unique talents of the individual group members to achieve their objectives. These learning groups receive a group grade for three of their assignments the first year: a group oral presentation, paper on an HRD topic, and detailed analysis of their group's growth and development. The groups therefore serve many purposes: they help students learn about (1) group development and functioning in a theoretical sense; (2) their own and others' behavior in groups and how the learnings can be generalized to work teams in an organization; (3) their own team and facilitator skills in a group; and (4) how to work together in teams to prepare oral and written presentations for their organizations. It also provides them with a natural support system for a very heavy workload their first year of the program. In order to continue to model a program value which emphasizes using people as "resources" both on- and off-the-job, options are available throughout the program which allow people to work with partners or in teams to complete projects and assignments.

Comparing Organizational Work Teams and Academic Learning Groups

There are constraints in time, personnel, environment and goals that inhibit a true simulation of workplace activities in the classroom. The following table examines and compares self-directed work teams in organizations with the project/learning groups of Xavier's HRD program. This comparison illustrates how closely the classroom environment is or is not able to parallel the work setting.

	Characteristics of Successful Self-Directed WorkTeams	*Characteristics of XU HRD Project/Learning Groups*
Definitions	A group of employees (usually 5-15) responsible for a whole product or process. The team plans and performs the work, managing many of the things supervisors or management used to do.	A group of 5-8 graduate students assigned to work together outside of class over a year's time to prepare a group oral presentation, written report, and group analysis paper. Members receive group grades and are not assigned designated roles.
Expectations	Management can vary the extent of responsibility, scope of work, or authority given to the team depending upon the skills, nature of the problem/process or maturity of the team. Creativity and risk-taking are encouraged.	Members are given general parameters for their group presentation in terms of time, classroom resources, choice of HRD topic and structure and formal of their presentation. They are also required to involve every member in the planning, production, presentation and writing phases of the project. Groups are expected to handle internal conflict issues without intervention from faculty. Creativity and risk-taking is encouraged in their presentation as well as modeled by faculty.

	Characteristics of Successful Self-Directed WorkTeams	*Characteristics of XU HRD Project/Learning Groups*
Goals	A shared goal/mission that everyone agrees on and is committed to accomplishing. Common agreement on high expectations for the team. Shared values that support the team.	Members have to agree upon a project that they are all willing to work together to accomplish. Given the nature of group dynamics, the project goals may evolve as the team evolves and becomes more aware and comfortable with each others' strengths, weaknesses and interests. Although in some undergraduate classes students' expectations may vary (i.e. "I'll be satisfied with a "B"), the adult students all seem to have extremely high and similar expectations for their own and others' behavior and contributions.
Climate	A climate of trust. Open, honest communication. Issues confronted in a timely manner. A win-win approach to conflict management. A sense of belonging and caring for team members. Listening to each other and sensitivity to each others' needs. Diversity valued as an asset.	When people work together over an extended period of time, the group also serves as a personal support system for life's challenges. Because of the interdependence on each other for learning, groups members must be able to deal effectively with conflict. In-class exercises and resources are made available to team members to address issues of conflict and communication. Feedback exercises are conducted and modeled by faculty in all concurrent courses to encourage team openness and risk-taking. Members are assigned to groups based upon diversity of work experiences; assessment instruments which help members to examine their similarities and differences also are used to encourage teams to value and utilize these strengths in planning and conducting their work.
Participation	Members who are interdependent and know they need each other to accomplish team goals. Members assume responsibility for work that must be done. A "can do" attitude grows out of commitment, involvement, and having a say. All team members participate; contributions are acknowledged; consensus is sought. A general feeling that one can influence what happens.	The nature of the projects requires that all members be involved in the planning, presentation and analysis phases of their projects. The teams have a substantial amount of "freedom" in selecting their topic and designing their presentation. A sense of team "pride" develops. The lengths and amount of time that is devoted to the projects increases the commitment and involvement levels of members. Only groups grades are given for the presentation and reports.

BEST COPY AVAILABLE

	Characteristics of Successful Self-Directed WorkTeams	*Characteristics of XU HRD Project/Learning Groups*
Roles	Participative leadership. The team decides which member will do a task; some assign rotating tasks. Leadership is shared, not performed by a supervisor; if there is a designated team leader, the leader is more of a facilitator supporting the group as coach and trainer rather than the traditional "boss."	There is no designated leader for the groups. In-class exercises which explore primary styles of team member behaviors and roles are conducted which allow members to examine alternative ways to behave in a group. Rotating roles are encouraged to allow members to develop additional styles of leading, facilitating and participating in a group.
Processes	Ability to self-correct and measure progress. Meet regularly to solve problems. Develop procedures to: diagnose, analyze, and solve complex problems; review workloads; give work assignments and review performance.	The groups are encouraged to step back and evaluate their ways of problem-solving and decision-making. Concurrent with the first semester's group projects, the course on consulting is conducted which also provides concrete skills in this area. Training in meeting management, developing group norms and behavioral expectations, and techniques of process consultation is conducted for students to apply to their project group, as well as their work environment.
Improvement	The team if constantly encouraged to increase skills, improve the product or service, and solve problems. A focus on process as well as results. They are accountable for elements of a work process/problem/product, and need information and feedback that is traditionally reserved for management. Team gets prompt, reliable, useful feedback about the results of its performance. The team knows the rewards for success.	Groups are continually being encouraged to use outside resources, as well as in-class exercises, to evaluate their group progress and process. Consultation is available from faculty, but for feedback purposes only, not for solving the group's perceived problems. As part of the group project, each group is required to submit a final group analysis paper which examines their group's progress and process through the year. There is also an extensive feedback process that takes place at the completion of each group's presentation which focuses on its content and group presentation style.

	Characteristics of Successful Self-Directed WorkTeams	*Characteristics of XU HRD Project/Learning Groups*
Competencies	Team members are competent. They possess a variety of technical skills. They have (with the help of training) interpersonal skills that teamwork requires (communication, feedback, problem-solving, decision-making, etc.)	Team members are assigned to groups based upon diversity of work experience in order to more directly simulate the work environment. There is a wide difference among students' experiences in planning and presenting be fore groups, as well as in the HRD content areas; these differences, although more striking in the beginning of the year, even out dramatically about 1/3 into their group experience. In-class exercises and assessment of interpersonal skills, feedback, communication, etc. are designed to increase team members' abilities in these areas and also to encourage dialogue between members on group competencies.

Integrating Theory and Practice

In order to "close the loop" on the group projects and to help students apply their learnings to work environments, there are three important assignments. Each learning group must prepare a written group analysis, which is a detailed reflection and examination of the group's growth and development over the school year. This paper receives a group grade.

Two individual assignments are also required. One is an individual analysis, where each student reflects on their own behavior in their learning group and the learning that has resulted. The second individual assignment is a year-long learning journal, which helps to integrate all facets of the curriculum and once again encourage reflection. A journal that is not a diary of events but a documentation of how one thinks and learns from experience can be a powerful learning tool. Putting thoughts in writing also lets individuals express their feelings and learn how those emotions can be redirected to help reach more effective learning and a complete life. By re-reading the journal, students are able to see their progress or their lack of progress, which may lead them to change their process or re-evaluate their goals.

Writing a learning journal allows students to better understand themselves and their learning processes, provides a broader view of learning, and helps them to see the connectedness between many seemingly diverse learning opportunities throughout life. Grading for these journals is based upon the students actively working through the process of experience, reflection and action.

Journal writing is widely cited as a mechanism for facilitating reflection and learning (Kottkamp, 1990; McAlpine, 1993; Meyers & Jones, 1992). McAlpine (1993) discusses journal writing as a learning tool that links theory and practice. Through the description of the experience and the expression of thoughts and feelings, the writer gains an explicit understanding of what has been learned.

Reflection is a primary component of all of these three assignments. Schon (1983) developed the concept of reflective practice, which involves thinking about and critically analyzing one's actions with the goal of improving one's professional practice. Schon's work has a historical foundation in the learning models of Dewey, Lewin, and Piaget, each of whom espoused that learning involves the integration of experience with reflection as well as the integration of theory with practice. Although each contended that experience is the basis for learning, they also maintained that learning cannot take place without reflection.

The practice of critical self-reflection and the willingness to question and scrutinize current ways of doing and thinking are closely related to team and organizational effectiveness. Organizational studies in a variety of contexts conclude that the most innovative and productive organizations encourage employees to scrutinize organizational behavior, to challenge existing practices, and to continually look for better ways of doing things (Brookfield, 1987). These ideas are also congruent with Senge's discipline of team and organizational learning (1990).

These three assignments are designed to foster an environment which encourages reflection as a way of life--throughout the students' lives. They are also the means by which the curriculum comes "alive" and helps students link what they are learning "in theory" with what they actually do on the job. By reflecting in their journals and group and individual analyses on how their learning groups progressed throughout the year, the students are able to more concretely understand the group development theories they studied in class. They are also able to extrapolate from this experience and learn how work teams in organizations may progress, or be deterred, in working toward their goals. By reflecting on their own behavior in the learning groups, they are better able to understand the leadership theories they have also studied, as well as help them to apply these theories in facilitating and leading work teams in their organizations. Using the journal as a way to better understand their own learning process also helps the students apply adult learning theories to designing HRD curriculum and programs. Throughout the program, other activities are conducted and self-assessment instruments administered which help students reflect on their own interpersonal and group skills. Encouraging and facilitating reflection in learning groups has allowed students to take responsibility for applying what they learn in the classroom to their learning groups and ultimately to their on-the-job behavior. Whereas the journal assignment allows students to track their learning process over time, writing the group analysis paper helps the students reach closure at the end of their year-long experience. Using these tools for reflection can be facilitated more easily with groups that have a longer lifespan, although the types of issues and learning will occur as well in a semester-long course. The dynamics present in a group that knows each of the members will have to continue in the same classes together for a year after their group experience is complete may be very different than a traditional program; motivation, dedication, and commitment to the group process and nature of the assignments may be heightened by the cohort program.

Summary

There are many similarities between self-directed work teams in organizations and Xavier University's project/learning groups. Whereas the experience of participating in the groups and completing the assignments provides a strong base for the students, there are additional elements in the curriculum to supplement the project team experiences. These include: discussions about the character of organizations; pros and cons of different types of organizational structures; and background on the history, purpose and process of implementing self-directed work teams in organizations. This helps round out the learning so that the program meets its objectives of helping students function effectively in self-directed work teams, as well as understand how they as HRD professionals could create an environment where self-directed work teams could work in an organization.

Can this type of curriculum model be transplanted to another educational institution? The assumptions inherent in a curriculum which allows for a holistic approach to education, which is not dependent upon a philosophy of rote learning or testing, which values reflection and practice outside of a traditional grading system, are not necessarily present in other programs. However, if as futurists project, one of the major skills to be developed among adults and upcoming workforces is their ability to be self-directed in their learning, a curriculum initiative which rewards creativity, initiative, personal examination and learning needs to be explored. Academic programs which produce graduates who have not been encouraged to create and theorize innovations, which have only rewarded mechanical memorization and regurgitation of facts, will find these students unable to adapt to and lead change in their organizations.

References

Albrecht, K., & Zemke, R. (1985). *Service America: Doing business in the new economy*. Homewood. IL: Dow Jones-Irwin.

American Society for Training & Development (November, 1990). National HRD executive survey results. *Resource guide on team building, 1994*. Alexandria, VA: ASTD.

Aquilano, N. (1977). Multiskilled work teams: Productivity benefits. *California Management Review, 19*, 17-22.

Berrey, C., Klausner, A., & Russ-Eft, D. (1993, June). *Highly responsive teams: The key to competitive advantage*. San Jose, CA: Zenger-Miller.

Blanchard, K. (1993). *Raving fans: A revolutionary approach to customer service*. NY: Morrow.

Brookfield, S. D. (1987). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and act*. San Francisco: Jossey-Bass.

Bradley, L. (1993). *Total quality management for schools*. Lancaster, PA: Technomic.

Cummings, T., Molloy, E., & Glen, R. (1977). A methodological critique of fifty-eight selected work experiments. *Human Relations, 30*, 675-708.

Doyle, K. (1992). Mastering motivation. *Incentive, 166*(3), 20, 22, 149.

Filipczak, B. (1994). Looking past the numbers. *Training, 31*(10), 67-74.

Fisher, K. (1993). *Leading self-directed work teams*. NY: McGraw-Hill.

Foggin, J. H. (1992). Meeting customer needs. *Survey of Business, 23*(1), 6-9.

Froiland, P. (1993). TQM invades business schools. *Training, 30*(7), 52-56.

Glaser, R. (1991). *Learning to be a self-managing team*. King of Prussia, PA: Organization Design & Development.

Hammer, M., & Champy, J. (1993). *Reengineering the corporation: A manifesto for business revolution*. NY: HarperBusiness.

Harper, A., & Harper, B. (1992). *Skill-building for self-directed team members*. Croton-on-Hudson, NY: MW Corporation.

Harper, B., & Harper, A. (1991). *Succeeding as a self-directed work team*. Croton-on-Hudson, NY: MW Corporation.

Holpp, L. (1992). Making choices: Self-directed teams or total quality management? *Training, 29*(5), 69-77.

Hughes, B. (1991). 25 stepping stones for self-directed work teams. *Training, 28*(12), 44-46.

Jenkins, R. L. (1992). A new era in MBA education: Tennessee's leadership role. *Survey of Business, 28*(1), 2.

Johnson, D. W., Johnson, R. T., & Smith, K. A. (1991). *Active learning: Cooperation in the college classroom*. Edina, MN: Interaction Book.

Kahnweiler, W. (1991). A review of the participatory management literature: Implications for HRD research and practice. *Human Resource Development Quarterly*, (3), 229-250.

Kanter, R. (1983). *The change masters*. NY: Simon & Schuster.

Kottkamp, R. B. (1990). Means for facilitating reflection. *Education and the Urban Society*, 22(2), 182-203.

McAlpine, L. (1992). Learner narrative as an instructional device: Developing professional conversations. *Journal on Excellence in College Teaching, 4*, 79-87.

McLagan, P. A. (1989). *Models for HRD practice*. Alexandria, VA: American Society for Training and Development.

Meyers, C., & Jones, T. B. (1993). *Promoting active learning: Strategies for the college classroom*. San Francisco: Jossey-Bass.

Muller, H. J., Porter, J. L., & Rehder, R. R. (1991). Reinventing the MBA the European way. *Business Horizons, 34*(3), 83-91.

Naisbitt, J. (1982). *Megatrends: Ten new directions transforming our lives*. NY: Warner.

Pearce, J., & Ravlin, E. (1987). The design and activation of self-regulating work groups. *Human Relations, 40*(11), 751-782.

BEST COPY AVAILABLE

Peters, T. (1992). *Liberation management: Necessary disorganization for the nanosecond nineties*. NY: A.A. Knopf.

Raelin, J. A. (1993). Theory and practice: Their roles, relationship, and limitations in advanced management education. *Business Horizons, 36*(3), 85-89.

Ross, A., Fugaban, B., Powell, S., & Wilson, J. (1994, May). *Can self-directed teams of knowledge workers work? The Buick story*. Paper presented at the American Society for Training & Development International Conference & Exposition, Anaheim, CA.

Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. NY: Basic Books.

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. NY: Doubleday.

Sherriton, J., & Stern, J. (1994, May). *Teamwork at Mobil: A creative solution to better customer service*. Paper presented at the American Society for Training & Development International Conference & Exposition, Anaheim, CA.

Sisco, R. (1993). What to teach team leaders. *Training, 30*(2), 62-68.

Southerst, J. (1993). Welcome to the real world. *Canadian Business, 66*(4), 43-49.

Trist, E., Susman, G., & Brown, G. (1977). An experiment in autonomous working in an American underground coal mine. *Human Relations, 4*, 175-185.

VanFleet, R., & Zarichansky, M. (1994, May). *Training-manufacturing partnerships for effective implementation of self-managed teams*. Paper presented at the American Society for Training & Development International Conference & Exposition, Anaheim, CA.

Walton, R. (1977). Work innovation at Topeka: After six years. *Journal of Applied Behavioral Science, 13*, 422-433.

Wellins, R. (1992). Building a self-directed work team. *Training & Development, 46*(12), 24-28.

Wellins, R., Byham, W., & Wilson, J. (1991). *Empowered teams: Creating self-directed work groups that improve quality, productivity and participation*. San Francisco: Jossey-Bass.

Wheatley, M. (1992). *Leadership and the new science*. San Francisco: Berrett-Koehler.

Zasloff, M., & Gottsacker, J. (1994, May). *Insights from Toyota's approach to self-directed workteams*. Paper presented at the American Society for Training & Development International Conference & Exposition, Anaheim, CA.

Evaluation and Evolution of a HRD Program

Robert C. Schwindt
Pittsburg State University

Enrollment in the master of science degree in human resource development increased rapidly during the last three years. Class size and the number of advisees per faculty member also increased. Graduate students under the advisement of faculty members completed several research studies involving students and graduates to determine if the program was meeting its goals and the needs of the participants. Most participants were satisfied. Their suggestions on program improvements are emphasized in this paper.

The master of science degree in human resource development was established at Pittsburg State University(PSU) in 1989. Major course requirements were identified through a review of HRD master degree programs at other universities, a survey of Kansas City ASTD members, and with the assistance of an advisory committee of business and industry HRD practitioners in the Wichita, Kansas area.

Emphasis of the degree program was planned for PSU extension locations in Kansas City, Topeka, and Wichita, and the core courses were implemented into the staff rotation schedule for these locations. A limited number of HRD courses were scheduled at the PSU campus.

Enrollments in HRD classes and the master degree program were small from 1989 through 1991. However, beginning in 1992 on-campus enrollments and degree participants increased rapidly. Additional campus courses had to be scheduled, and during the 1994 Spring and Fall semester several courses had to be divided into two sections. Some classes still had over 50 students. Degree candidates are now at the level where serious consideration must be given to adding professional staff members to the department. Before adding new staff, the department must have a clear idea of future program and course needs in order to support the request, and to select the appropriate individual. The number of graduates, obtained from the PSU Registrar, during this time is shown in Table 1.

Table 1. Number of HRD Graduates

Year	Number of Graduates
1990	3
1991	9
1992	11
1993	41
Total	64

Evaluation is an essential component in the development of any new instructional program. Because of the heavy work load in developing courses for the new HRD program, the staff members assigned to this master degree had limited time to evaluate the effectiveness of the HRD program and of individual courses. To help solve this problem, several graduate students, working with their advisor, completed research projects related to various aspects of this program.

Statement of the Problem

The Technical Education Department received comments from program and class enrollees and graduates, both positive and negative, about the master degree in human resource development. Several student research projects have been conducted related to the program. However, there has not been an effort to consolidate these studies in order to provide a comprehensive evaluation of the degree and so there is no clear picture of possible changes that may be needed to make the degree more effective.

© copyright, R. Schwindt, 1995

Research Questions

In order to systematically study and analyze results from the various research projects completed related to the master of science degree in human resource development, the following research questions were developed: (1) How satisfied are graduates with the program and with courses within the program? (2) What types of jobs have graduates of the program been able to obtain? (3) Are there specific needs of international students enrolled in the program? (4) How, if in any way, does the program need to be changed? and (5) How, if in any way, should courses within the program be changed?

Methodology

The following methodology was developed to answer the research questions: (1) Research projects completed by HRD master degree students were reviewed to identify those that were related to this study. This review was necessary because four individuals advise students in this program. Projects being conducted during the 1994 Fall semester were included. (2) Chapter II, Review of Literature, for each research project was analyzed to identify similar and related research that could help answer the research questions for this study. (3) The findings of each study was reviewed to identify that data and conclusions important and related to the research questions for this study. (4) Data and conclusions identified as related to this study's research questions were analyzed and compared to develop a summary and formulate recommendations for the improvement of the master of science degree in HRD.

The primary method of gathering data by the researchers were questionnaires administered through the mail. Two different populations were surveyed. Individuals in HRD related positions were surveyed to determine the competencies sought in graduates of HRD degree programs or from individuals seeking employment in HRD positions. The other source of data were participants in the degree program, both current students and graduates. Two problems encountered were the rate of return from the survey instrument, and difficulty in contacting graduates since many of the international students returned to their country following the completion of their degree program.

Key Findings

Information provided in Chapter IV, Findings or Results, of each research study was reviewed. Findings are presented under several headings.

Work Experience and Internships. Lin (1994) surveyed managers and directors of HRD in the Kansas City area as to requirements for employment in their departments. The greatest number of respondents, 16 of 32 represented organizations with over 750 employees. Only three required a masters degree, but 13 preferred that applicants have this degree. Twenty-seven, 93 percent, required applicants to have HRD work experience with the years required ranging from less than 1 to 5 and above. Sixteen, or 62 percent, would accept teaching experience in place of HRD experience.

Seventy-one percent of respondents indicated that an HRD related internship would be very valuable for someone without previous HRD work experience. Over half, 54 percent, would not consider an applicant who did not have work experience in some business areas related to the operations of their organization.

Halim (1993) in a survey of 50 students enrolled in HRD summer school courses at PSU found that less than 20 percent has previously worked in the HRD field. However, 66.7 percent had worked in occupations outside of HRD. More than half, 56.7 percent, of respondents agreed that PSU should establish a "practical training center" where students could get additional experience and build competence in those skills introduced in courses and important for HRD employment.

Zarin (1994) found that only 26.9 percent of students who responded to his survey were practitioners before they entered the degree program, 40.8 percent were in jobs not related to HRD, and 30.8 percent were students. Half of his respondents were American while the other half were International students.

Employment of Graduates. Zarin's (1994) data gathered in January 1994 included students who graduated in the Spring, Summer, and Fall of 1993, as well as those who would graduate at the end of the 1994 Spring semester. The students status at the time of this survey is shown in Table 2.

Table 2. Status of Participants

Status	Frequency	Percent
Final semester	12	23.1
Graduated and have attempted to obtain job	21	40.4
Graduated and have a permanent job	15	28.8
Self employed	3	5.8
Pursuing further study	1	1.9

n = 52

Data from Table 1 must be considered in analyzing data in Table 2 . The greatest number of HRD graduates occurred in 1993 which would help explain why the largest number of graduates were not employed.

Lin's (1994) data was gathered in June 1994 and included students who had graduated from 1990 through December 1993. The employment status of the 52 out of 64 graduates who responded is shown in Table 3. Of these respondents, 19 had been employed in their present job for less than 6 months and 10 more between 6 months and one year.

Table 3. Employment of HRD Graduates

Status	Frequency	Percent
Employed	45	88
Not employed	5	10
Did not answer	1	2

n = 51

Two of the respondents who were not employed were pursuing additional education, and one reported that they had family responsibilities that prevented them from working. Respondents were also asked the relationship between their present job and the HRD program. Responses are shown in Table 4.

Table 4. Relationship Between Degree and Job

Relationship	Frequency	Percent
Identical	5	10
Closely related	17	33
Somewhat related	18	35
Not related	4	8
No response	7	14

n = 51

Graduates were also asked about the effect their degree on job advancement. Over 90 percent responded that they felt their degree would help them advance in their career. The employment level was also requested by Lin. Results shown in Table 5 indicate the largest employment in experienced professional and mid-management level positions.

BEST COPY AVAILABLE

Table 5. Employment Level

Level	Frequency	Percent
Beginning professional	13	25
Experienced professional/mid-management	22	43
Upper management	8	16
No response	8	16

n = 51

Course Changes. Halim (1993) found that a majority of respondents, 54 percent, perceived HRD courses as providing for the practical application of theoretical knowledge. However, 60 percent felt that the courses were more theoretical that practical. HRD courses for which respondents felt they needed the most additional practical experience were TED 899 Planning and Implementing a HRD Program, TED 707 Instructional Methods in TED, and TED 885 Instructional System Design.

Zarin (1994) asked HRD students and graduates to rank the importance of the five core HRD degree courses. The percent of times that a course was listed as first or second out of its total rankings and the average ranking are given in Table 6.

Table 6. Perceptions Related to the Importance of Core Courses

Course	% 1st or 2nd	Mean
Instructional methods in TED	40.4	2.69
Instructional system design	50.0	2.82
Supervisory techniques and procedures	46.1	2.68
History & philosophy of HRD	32.7	2.88
Planning & implementing a HRD program	59.6	2.19

n = 52

Chien-Liang Lin asked the HRD graduates to rate the TED department courses they completed as to their value related to the individual's present position. The mean value rating for each course was also determined as shown in Table 7.

Table 7. Perceived Value of Courses

Course	1	2	3	4	5	Mean
Instructional methods in TED	0	3	5	20	18	4.15
Instructional system design	3	0	2	13	26	4.11
Supervisory techniques and procedures	2	3	7	18	15	3.91
History & philosophy of HRD	9	6	4	16	12	3.34
Planning/Implem. a HRD program	5	2	4	20	15	3.83
Occupational analysis	2	2	10	15	12	3.90
Personnel development in business	0	0	8	16	9	4.03
HRD strategies for quality improvement	0	1	5	11	9	4.08
Methods of research	1	4	8	18	17	3.96
Performance evaluation	0	1	7	13	15	3.94

1 = no value, 2 = little value, 3 = undecided, 4 = some value, 5 = much value

n = 26 - 48

All courses were perceived as being of value related to the individuals present job. Personnel development was the only course with no ratings of " no or little value." Of the core courses, History and philosophy of HRD received the most negative ratings. Instructional system design received the most ratings of "much value."

Degree Improvements Suggested. Both Zarin and Chien-Liang Lin asked respondents if they would pick the same degree program if they could start over again. In both surveys over 80 percent responded that they would as shown in Table 8. Other perceptions of the degree received over a 90 percent positive response.

Reasons given to Lin for why respondents would not choose the program again included: (1) standards are not high enough, (2) I would focus more on the business program, (3) I was unaware of other programs when I enrolled, (4) the HRD program is not specified enough, and (5) lower student's quality.

Reasons given to Lin for why respondents would choose the program again included: (1) opportunities still exist, (2) way program structured, (3) excellent instructors and course materials, (4) cost effective and flexible, and (5) caring environment.

Table 8. General HRD Degree Perception

Statement	Yes	No	Omitted	
Zarin				
Do you think the M.S. in HRD courses have contributed positively to your personal development?		94.2	3.9	1.9
If you were starting over again would you consider HRD as your major at Pittsburg State University?		86.5	3.9	9.6
Lin				
Would you recommend the PSU HRD program to others?		95.8	4.2	0
If you could choose over again, would you still choose the HRD program at PSU?	84.3	15.7	0	

Chien-Liang Lin asked respondents for suggestions on improving the program. Following are a consolidated listing of suggestions.

1. Include more on legal issues and traditional "personnel" subjects because many job advertisements include these.
2. Provide for more courses.
3. 33 credit hours are not enough for international students.
4. Include more contact with business and outside instructors from business.
5. Add real world curriculum and examples.
6. Communication skills are not adequately presented.
7. Add courses that help a person develop professionally.
8. Promote it more within the community.
9. Do more off-campus and other site programs.
10. Make the courses and program harder. The reputation is becoming a quick and easy way to a master's degree.

Zarin asked three questions related to student's competency development in the program. He related these to the cognitive, psychomotor, and affective domains as shown in Table 9. Students responded positively, over 85 percent to all three statements.

Table 9. Development of Learning Domains

Statement	% Agreement
M.S. degree has allowed me to acquire the knowledge I need	92.3
M.S. degree has allowed me to acquire the skills I need	86.6
M.S. degree has contributed to the development of my thinking abilities	92.3

HRD and HRM. Cholavanich (1994) based her study on the relationship between HRD and HRM on the Human Resource Wheel presented in the *Models for Excellence* from the American Society for Training and Development. She surveyed 50 businesses within a 200 mile radius of Pittsburg to determine their perception of activities which should be performed by HRD, activities performed by HRM, and activities which should be shared. Responses to a selected number of items from her survey are shown in Table 10.

Table 10. HRD and HRM Activities

Areas	Responsibility			
	HRM	HRD	Shared	Not Done
Training of employees	12	88	0	0
Assisting employees in career development	0	78	22	0
Designing employees jobs and responsibilities	54	6	34	6
Planning for organization human resource needs	16	19	65	0
Counseling to individual employees	44	6	40	10
Planning employees' compensation and benefits	85	0	15	0
Assuring healthy union/organizational relationships	32	10	38	20
Implementing TQM	15	28	32	25

n = 32

Her findings show a somewhat blurred boundary between what has traditionally been considered as HRD or HRM responsibilities. This can particularly be seen for the items related to designing jobs, planning for hr needs, and union relations.

Sriherunrusmee (1994) found that it was important for HRD personnel to have a basic knowledge of labor law and employment. This knowledge was rated as critical or important in helping prevent discrimination in the selection, provision for equal opportunities, and promotion of employees. Although the HRD practitioner may not frequently be performing those activities, their counseling and training responsibilities will include individuals whose actions can result in lawsuits against the organization.

International Students. Sinitwarakul (1994) studied five areas related to culture shock for International students. These were: (1) Eating habits, (2) Religion, (3) Clothing, (4) Social values, and (5) Language. Findings related to social values and language were perceived as having a relationship to this study. The following table includes the level of respondents agreement with items selected from the study.

Table 11. International Student Cultural Perceptions

Statement	SA	A	U	D	SD
I feel I am discriminated against in class.	6	16	20	28	30
I can understand nearly every-thing the instructor explained in class.	20	26	20	26	8
I have no problem in taking notes from the lecture.	22	24	24	22	8
Other people can understand clearly when I talk to them in English.	8	34	24	30	4
I feel comfortable if I have to work in a group that has nearly all Americans.	20	19	26	26	10

SA = Strongly Agreed, A = Agreed, U = Uncertain, D = Disagreed, and SD = Strongly Disagreed
numbers given are percentages of respondents

Implications

Work Experience and Internships. The findings of Su-Ling Lin (1994) reinforces the need for an internship for students in the degree program who have no HRD related work experience. This should be for both students who have immediately entered the graduate program following their bachelors degree, and older individuals who were employed in jobs not related to HRD. This is emphasized by the findings of Halim (1993) and Zarin (1994) that less than one-third of HRD students were HRD practitioners before they entered the degree program. Another problem is posed by those students who enter the program with no, or very little general work experience. This is more common for International students than for American students, since the majority of American students are part-time and may be working in a HRD related job. Finding HRD related internships for International students in a community as small as Pittsburg, is expected to be difficult, especially for those individuals with no work experience.

These findings have further implications related to recruitment and selection of degree participants as well as to the academic and career counseling of individuals in the degree. Individuals with limited work experience may need to locate part-time jobs during their study, or full-time non-HRD related employment following graduation in order to provide a practical work background that can serve as a basis for future HRD related employment. Area of interest or additional course work may be able to provide individuals a subject-matter basis for HRD activities. Individuals entering the program must realize the importance of work or organizational experience for employment in HRD positions. The HRD staff may want to consider if previous work experience should be a prerequisite for entry into the program based on additional study of the difficulty graduates without experience have in finding employment.

These findings may have different implications for the PSU extension degree program. The majority of those participants are already employed in a HRD related position. Practical HRD experience through an internship may not be as important. However, it should still be considered as an option since participants may want to change emphasis in their HRD career and an internship would provide experience in another HRD role. HRD courses presented at extension locations may need to include more theory and subject matter as participants can get experience through their jobs, rather than through extensive class-time projects.

Most HRD programs do not have sufficient graduate assistant positions available to provide all the help needed by their professional staff. The interest expressed by students in Halim's study for additional practical experience by campus students provides opportunities for the HRD staff in the development and conducting of HRD courses. Students in their final semesters of the program could be used to revise and update courses that they previously completed. They may be given portions of a course for their project in the Instructional System Design course. They may be enrolled in an internship and given responsibility for the revision of a course for a new text edition, or for the development of additional case studies or class learning activities. Graduate students may also obtain additional experience through assisting an instructor by presenting portions of a course, by helping students in a course with class projects and activities, or in teaching a seminar in an area of their expertise.

Employment of Graduates. Information provided by Zarin (1994) and Chien-Liang Lin (1994) indicates that HRD graduates are finding employment after they have finished their human resource development degree. An initial concern related to the large number in Zarin's study who were attempting to find a job is reduced when Lin's results of 88 percent employment are considered. This most likely can be explained by a large number of graduates who had just finished their degree when Zarin collected his data and then had time to obtain employment in the additional five months before Lin's study.

Concern must be expressed from the findings in Table 4 which shows that the greatest number of graduates were in jobs categorized as "somewhat related" to their degree, and the relatively low number employed in jobs "identical" to their degree. This may partially be explained by taking into account that many participants previous work experience was not in HRD, and these graduates are obtaining jobs related to previous work and have not yet moved into a HRD position.

These findings, when considering graduates opinions that their degree has helped them in their job, indicates that a HRD degree is of benefit to people in jobs and departments outside of HRD. Additional follow-up of graduates as they progress in their careers will be needed to see if a greater percentage obtain directly related positions, and the long-term value of the degree to participants.

Course Changes. Overall evaluation of courses in the masters degree was very positive. Respondents in Zarin's study felt that course were well organized, and that evaluation processes were fair and comprehensive. All the core courses were perceived as being important. Since TED 896 History and philosophy of HRD received the lowest ranking core course in Zarin's study and the lowest rating in Lin's study, it should be examined as to ways to make it more applicable.

Two of the courses that received the highest mean ratings in Lin's study, TED 706 Personnel development in business and TED 741 HRD strategies for implement quality improvement, are not degree requirements. Additional study may be needed to determine if these should be made degree requirements.

The HRD staff must consider the balance of theory to practical application for each course. Implications suggest that during course revisions additional HRD examples as well as class activities designed to build student competencies be added. As rapidly as jobs and business are changing, the department needs a process by which courses are added or dropped based on need.

Suggestions from both Zarin's and Lin's study support comments to Dr. Schwindt during personals interview with graduates in Malaysia and Thailand that many courses may not be rigerous enough and fail to challenge or motivate students to develop their full capabilities. The TED staff needs to study course requirements as well as consider the possiblity of "grade inflation."

Degree Improvements Suggested. Respondents to both Zarin's and Lin's surveys rated the M.S. in HRD degree very high and would recommend it to others. However, there were several individuals from both surveys who would choose a different degree, if they were to start over again.

The TED department must be careful that it does not become complacent because of the positive responses, as a number of suggestions were provided by respondents as to how the program could be improved. The TED department should follow-up on these suggestions with additional personal interviews with graduates in order to improve the program. Implications for the most improvement seemed to be related to making the program more rigorous, including more "real work" activities, and developing better contacts with the business community. Many implications related to degree improvements are included under other headings in this section of the report.

These findings have strong implications related to the staffing of the TED department. Comments suggested that staff "real life HRD experience" may be lacking. The department must address the problem of how to keep staff members current with what is going on in HRD in business and industry. Possible activities encouraging staff to get involved would include more participation in HRD professional organizations, consulting projects with business, and sabbaticals where staff would spend time working in business. Use of part-time faculty from business should also be considered.

HRD and HRM. Organizations survey by Cholavanich (1994) indicated that there is a strong need for the HRD and HRM departments to work together, and that activities typically considered as under one or the others domains should be performed cooperatively. Sriherunrusmee (1994) found that HRD specialist need a fundamental understanding of labor law and legal regulations that will affect their department and the organization they work for. From these studies, plus student comments on studies by Lin and others, HRD departments should consider including courses related to HRM in their HRD programs. This should be relatively easy for those departments where HRD is a part of the Business School. It raises problems for institutions such as PSU where the HRD department is outside of the Business School , and therefore, will have trouble with institutional approval for HRM courses. This implies that in these situations, the department offering the HRD degree must develop a closer relationship or cooperative degree with the Business School or College.

These findings also have implications for programs, such as at Pittsburg, where the graduates will most likely go into combination HRD/HRM positions because of the smaller size of businesses in their area and the low number of stand along HRD departments in these businesses. By providing HRM courses in the HRD curriculum, employment opportunities for graduates will be expanded, as well as internship possibilities increased.

BEST COPY AVAILABLE

International Students. Since a majority of campus degree participants are International students, their perceptions must be carefully considered. The majority, 58 percent felt that they were not being discriminated against in class. It is important to note that 24 percent did feel that they were discriminated against, and 20 percent were uncertain. Discrimination or perceived discrimination against International students could hurt future enrollments as well as success in the program.

Nearly half, 46 percent, felt that they could understand the instructor and had no problems in taking notes in class. A slightly lower number, 42 percent, felt that these were clearly understood. However, the HRD staff needs to concentrate on communications related to the International student since over one-third of respondents for each item indicated a problem by disagreeing with the statements.

Nearly as many students felt uncomfortable 36 percent, as felt ccomfortable 39 percent in working with groups composed primarily of American students. This may indicate that more effort needs to be made in providing both International and American students opportunities to work with each other, especially with the growing importance on global HRD activities.

Conclusions

The following conclusions have been drawn based on the research studies cited in this report. Recommendations based on these conclusions are included.

Presentation Skill. Provide more intensive experience in presentation techniques. An additional course should be added and students given more chances to assist with class presentation in HRD or undergraduate courses.

Occupational and Needs Analysis. Expand instruction related to needs analysis and evaluation. Individual courses may be needed for each subject, or the Instructional System Design course be divided into two courses with the sections on analysis and evaluation expanded.

Practical Application. Include more practical application projects in courses to supplement the theory. Each lesson should have an application project, or a course project that covers several lessons is needed. In addition, a HRD instructor should be provided time for internships development.

Internships. Internships are critical for those students who lack work and HRD experience. Time needs to be provided for the Technical Education Staff to work with local businesses to develop and supervise student internships.

Human Resource Management. Courses on human resource management should be included in the program. Graduates are going into positions where HRD and HRM are combined; especially in smaller organizations. This will require a cooperative effort with the PSU School of Business.

Total Quality Management. All HRD graduates should be required to have at least one course, or a practical internship in total quality management. TQM courses are presently taught in the school of business and in the school of technology in addition to TED.

Prerequisites. Prerequisites for those students entering the master degree in HRD who do not have teaching, HRD, or business experience are needed. This would give students in courses a more consistent level of understanding, reducing confusion of some students and boredom of others.

Increase Requirements. The number of credits required for the degree may need to be expanded in order to provide graduates with the prerequisites for employment in HRD positions. Graduates are expected to be able to immediately become productive members of the HRD team. Other HRD graduate programs should be survey again to determine the most common length of masters programs.

Career Planing. Require that all individuals develop a career plan before they are admitted into candidacy status. By clarifying their goals, participants will be better able to select elective or area of interest courses and their course work can be better related to HRD jobs and/or roles. This career plan should be introduced in the first core course students take, TED 896 Planning and Implementing a HRD Program, and emphasized in additional courses throughout the degree.

Cross Cultural Experiences. International students need additional experience in communicating in the English language and in working with American students. Instructors must be careful that they are not biased, and should encourage greater interaction by having a mix of International and American students on class group activities. A diversity workshop could be developed by an instructor or advanced graduate student and presented as a summer seminar course

Communications with International Students. Because of the large number of International students in the program, instructors must be careful that the terminology and examples used are clear to these students. Class activities such as case studies may need to be revised, or two versions may be needed. Instructors may need to watch their presentation speed. However, they must be careful that by slowing down and simplification, their presentations do not become boring to American students.

Graduate Student Research Studies Used as References

Cholavanich, S. (1994). The relationship between human resource development and human resource management. An unpublished master's research report, Pittsburg State University, Pittsburg, KS.

Halim, D. (1993). The need for practical experience in the hrd degree in Pittsburg State University. An unpublished master's research report, Pittsburg State University, Pittsburg, KS.

Lin, C. L. (1994). A Follow-up study of graduate students who received a master degree with a major in hrd from Pittsburg State University. An unpublished educational specialist's thesis, Pittsburg State University, Pittsburg, KS.

Lin, S. L. (1994). Requirements for gaining employment in human resource development. An unpublished master's research report, Pittsburg State University, Pittsburg, KS.

Lin, Y. C. (1993). The design of an HRM master degree program for Taiwan universities. An unpublished educational specialist research report, Pittsburg State University, Pittsburg, KS.

Sinitwarakul, K. (1994). Differences that cause culture shock to International students. An unpublished master's research report, Pittsburg State University, Pittsburg, KS.

Zarin, S.A. (1994). Evaluation of the M.S. in human resource development program at Pittsburg State University. An unpublished master's thesis, Pittsburg State University, Pittsburg, KS.

Other References

Dixon, N.M. & Henkelmen, J. (Eds.) (1991). Models for HRD practice: The academic guide. Alexandria, VA: ASTD Press.

Gilley, J. W. & Eggland, S. A. (1989). Principles of human resource development. Reading, MA: Addison-Wesley Publishing Company.

Kirkpatrick, D. L. (1987). *Evaluation.* R. L. Craig (Ed.), Training and development handbook (3rd ed., pp. 301 - 319). New York: McGraw-Hill.

McLagan, P., & Bedrick, R. (Eds.) (1983). Model for excellence. Alexandria, VA: ASTD Press.

Miller, M.R. (1990) Instructors and their jobs. Homewood, Il: American Technical Publisher, Inc.

Miller, R. I. (1984). Evaluating Faculty Performance. San Francisco: Jossey-Bass.

Phillips, J. J. (1984). *Evaluation of HRD Programs: Quantitative.* L. Nadler (Ed). The handbook of human resource development (pp. 12.1 - 12.32). New York: John Wiley & Sons, Inc.

Rothwell, W. J & Sredl, H. J. (1992). The ASTD reference guide to professional human resource development roles & competencies. (2nd ed.). Amherse, MA: HRD Press.

BEST COPY AVAILABLE